



**UNIVERSITY OF
WATERLOO**

**Department of Psychology
Child Psychopathology
Psychology 317 – Section 041
Course Syllabus
Spring 2021
Remote Delivery**

INSTRUCTOR AND COURSE INFORMATION:

Instructor: Dr. Pamela Seeds
Preferred Pronouns: she/her/hers
Office Phone: 519-888-4567 ext. 48132
Drop-in Office Hours: Tuesday 1:30 – 2:30 p.m.
Email: pamela.seeds@uwaterloo.ca

TEACHING ASSISTANTS:

T.A.:	Sarena Daljeet	Linda Sosa-Hernandez
Preferred Pronouns:	she/her/hers	she/her/hers
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Office Hours:	Mondays 10:00 – 11:00 a.m. & Thursdays 10:00 – 11:00 a.m.	Wednesdays 1:00 – 2:00 p.m. & Fridays 9:00 – 10:00 a.m.
T.A.:	Jasmine Zhang	
Preferred Pronouns:	she/her/hers	
Email:	jasmine.zhang@uwaterloo.ca	
Office Hours:	Mondays 5:00 – 6:00 p.m. & Thursdays 4:00 – 5:00 p.m.	

*****Please note that all times are Eastern Standard Time/Eastern Daylight Savings Time Zone*****

Please include the course code (PSYCH 317) in your email subject line and your name and student ID# in the body of the email.

Even though this is an online course, please be aware that LEARN (discussion boards, chat) and email are the primary methods of communication with the TAs and instructor. All drop-in office hours will take place on the Microsoft Teams platform at the scheduled time. Please do not use the Microsoft Teams chat as a main method of communicating with the instructor and/or TAs. You may use the chat to communicate with your discussion pod members (although the content of that chat will not be monitored/graded).

Course website through [LEARN](#).

Grades will be posted on [LEARN](#).

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 10 kilometres (six miles) on each side of the Grand River.

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 have limited ability to respond to emails outside of regular business hours (e.g., 8:30 to 5:30 pm EST Monday to Friday). If your question or concern is of an urgent matter, please use the importance notation in your email to show that it is highly urgent (!) and resend the email again after 24 hours if you have not received a reply.

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:

Required Text: Mash, E. J., & Wolfe, D. A. (2019). *Abnormal child psychology* (7th ed.). Boston, MA: Cengage Learning. ISBN: 9781337670104, 1337670103

The text is available at the [University of Waterloo Book Store](#). You may elect to use the loose-leaf version or e-text version of the book. Both come with MindTap bundled with it, but this software program is not required for our class.

You may also [rent a copy of the textbook](#) directly from the publisher for a 1-year period at a somewhat reduced price.

Three electronic copies of the textbook are also available for free through the University of Waterloo Library [Course Reserves](#). You may access the book for a loan period of up to 1 day at a time. *Please [email the instructor](#) if access to the textbook becomes challenging due to high demand.*

Please note that there are many American editions and six previous Canadian editions of this textbook. This course is covering the material from the **seventh Canadian edition**, so please make sure that you are using the correct edition. ***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/Chapters: There will be an article or chapter from another book assigned for some classes that discuss a specific disorder or framework. 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/chapter 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*(2), 126-129. <https://doi.org/10.1111/1467-9280.00119>
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*(2), 239-250. <https://doi.org/10.1007/s10802-006-9076-1>
3. Goldman, E., Stamler, J., Kleinman, K., Kerner, S., & Lewis, O. (2016). Child mental health: Recent developments with respect to risk, resilience, and interventions. In M. R. Korin (Ed.), *Health promotion for children and adolescents* (pp. 99-123). Springer. https://doi.org/10.1007/978-1-4899-7711-3_6
4. Blöte, A. W., Miers, A. C., Van den Bos, E., & Westenberg, P. M. (2019). Negative social self-cognitions: How shyness may lead to social anxiety. *Journal of Applied Developmental Psychology, 63*, 9-15. <https://doi.org/10.1016/j.appdev.2019.05.003>
5. Deblinger, E., Mannarino, A. P., Cohen, J. A., Runyon, M. K., & Steer, R. A. (2011). Trauma-focused cognitive behavioral therapy for children: Impact of the trauma narrative and treatment length. *Depression and Anxiety, 28*(1), 67-75. <https://doi.org/10.1002/da.20744>

COURSE FORMAT:

This class will be delivered via a series of asynchronous recorded lectures, assigned audio/visual materials, assigned textbook and article readings, and guest speakers (as available). Please ensure that you have reviewed and studied all that material in preparation for our quizzes and to participate in the class discussion boards most fully. I believe that students learn by reflecting, integrating, and participating with the course material in an active way. I will suggest activities, opportunities for personal reflection, and group discussions that relate to our course material. I will also try to provide optional extension opportunities, with additional information, links, videos, community organizations/agencies, etc. that relate to our course material for relevant topics. Please reach out to the instructor if you wish for more enrichment opportunities related to any of the subjects that we are covering in the class.

INTELLECTUAL PROPERTY:

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent). <https://uwaterloo.ca/secretariat-general-counsel/faculty-staff-and-students-entering-relationships-external>

COURSE EVALUATION FORMAT AND SCHEDULE:

Evaluation for this course will be based on the various components of your research report, your 5 best quizzes and your 10 best discussion board participation weeks.

Student grades for each component will be posted on [LEARN](#).

	Due Dates	% of Grade
Research Report – Topic for Approval	Friday, May 28, 2021 by 11:59 p.m.	2% (1% for TA/instructor consultation & 1% for submitting an appropriate topic by the deadline)
Research Report – Thesis Paragraph and Annotated Bibliography	Sunday, June 13, 2021 by 11:59 p.m.	8%
Research Report – Draft Submission	Friday, July 9, 2021 by 11:59 p.m.	15%*
Research Report – Final Draft Submission	Thursday, August 5, 2021 by 11:59 p.m.	15%*
Participation in Discussion Boards	Weekly completed before 11:59 p.m. on Sundays	2% per week x 10 best = 20% (drop your lowest)
Biweekly Quizzes	Every two weeks completed before 11:59 p.m. on designated Sundays	8% each x 5 best = 40% (drop your lowest one)
Academic Integrity Module Quiz	Sunday, May 16, 2021 by 11:59 p.m.	1% bonus

RESEARCH REPORT – 40% of grade (in 4 component pieces)

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. This assignment will be scaffolded so that you work on it throughout the semester. You will be responsible for a) selecting a topic and getting it approved by the course instructor and/or TAs; b) preparing a thesis paragraph that summarizes what your paper will cover and an annotated bibliography with a *minimum* of 5 peer-reviewed sources; c) submitting a draft of your research report for detailed feedback from the course TAs; and d) submitting a final draft of your research report for evaluation.

Early submissions are welcome for all steps of the process (e.g., you can get your topic approved before May 28, 2021 if you choose). Each component will be due on a particular date and time. Late assignments will receive 10% reduction in the grade each day that it is late (i.e., if the final draft of the paper is 2 days late the maximum grade possible will be 80%). Please refer to handout entitled "[PSYCH 317 - Research Paper Guidelines and Information](#)" for more specific details regarding the expectations this assignment. See below for requesting accommodations due to illness or compassionate reasons.

Your final product will be a **maximum 8-page**, 12-pt font, double-spaced paper. You will be required to integrate the findings of at least 5 different research papers that have been published since 2010. This work is to be completed independently (i.e., not collaborative).

** Please note: Should you elect to not submit a final draft of your research report, your course weighting from that portion will be reallocated to your draft submission, making it worth 30% of your final grade in the course.*

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 and formatting. A variety of resources for APA style will be posted on LEARN. For further information please refer to:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

DISCUSSION BOARD PARTICIPATION – 20% of grade (best 10 weeks, worth up to 2% each)

Because of our remote delivery method and asynchronous schedule, discussion board participation will be the main way we can all connect and share ideas on a regular basis about the class material. To ensure that students are motivated to participate in the discussion boards on a regular basis, this discussion board participation will be graded on a weekly basis and contribute to your overall grade in the course. Each week, you may earn up to 2% on your discussion board posts, and we will count your best 10 discussion weeks towards the final 20% in the class. To enrich the quality of discussion board participation, each student will be assigned to a discussion pod of approximately 10 students for the entirety of the course. This will allow you to get to know your pod members better and to participate in a deeper manner rather than giving cursory comments or superficial praise. You can of course also participate on the class-wide discussion boards to whatever extent you wish. Within each pod, various roles will be assigned from week to week to each pod member to help facilitate the discussion, and you may rotate through these roles. Please refer to the handout entitled "[Weekly Discussion Board Participation and Roles](#)" for further information about the roles, grading rubric, and goals of the discussion boards. Discussion topics will be available each week from 12am on Monday to 11:59 p.m. the following Sunday (e.g., Week 2: Available starting at 12:00 a.m. Monday, May 17, 2021 until 11:59 p.m. Sun, May 23, 2021). Late posts will not be accepted for any reason except those outlined in the UW policies (e.g., medical or family emergencies; some other such event) and will receive a grade of 0%.

BIWEEKLY QUIZZES – 40% of grade (best 5 quizzes out of 6 possible quizzes, worth up to 8% each)

Every other week, you will have an opportunity to write a brief quiz on the content of those two weeks' class material (i.e., the previous week and the current week). The quizzes will be comprised of a mixed format of multiple-choice, fill-in-the-blank, matching, and/or short answer questions. They are designed to evaluate your knowledge and understanding of the course material. Any material assigned as readings may be tested on the tests or exam, regardless of whether it was also covered in the lectures. All material covered in lectures, guest lectures, readings, or assigned videos that is not in the textbook readings may also be tested on the quizzes. Material will predominantly focus on the given week's material, but can also include differential diagnoses or case scenarios that require you to still know previous weeks' material. It is expected that you are continually

building on to your knowledge over the course of the semester, not simply memorizing information for a single quiz and then forgetting everything. Themes that reoccur will be revisited multiple times over the semester. While the quizzes will not be technically be cumulative in nature, you should not ignore all of the material we have learned earlier in the semester when it comes to the subsequent tests/exams.

While I would hope that you are able to write these quizzes without the aid of your textbook, I understand that you will likely have your study resources available to you while you are writing them. The purpose of these quizzes is to reinforce and integrate your learning, and perhaps highlight topics that need further study. The quizzes should not be completed in collaboration with other people. To minimize the benefit (and likelihood) of cheating or collaboration with peers, the quizzes will function in the following ways:

- Questions will be randomly drawn from a pool of questions that tackle the same underlying material. No two students will receive the same quiz questions, same response options, or same order of questions.
- Questions will only be shown one-at-a-time and you will not be able to go back and change an answer once you have moved to the next question.
- You will have a time limit of 1 hour for completing the quiz, from the time that you start it. If you do the reading(s) before you start the quiz, one hour should be an abundant amount of time for everyone, including people entitled to extra time on quizzes as an accommodation.

At the end of the term, your lowest-scoring quiz will be dropped so that your best 5 scores, each worth 8% of your grade in the class, contribute 40% of your final grade in the course.

Each quiz must be completed by **Sunday at 11:59 p.m. Eastern Daylight Savings Time** the week of the quiz. ***You can of course complete the quiz earlier than that deadline, and work in advance of content should you wish. Given that this course occurs during the spring/summer seasons when there are numerous long weekends, I strongly encourage you all to plan your time accordingly and prepare to write quizzes prior to the deadline.*** Please see the course schedule below and LEARN for clarification on these dates and what material is covered on those quizzes. **Late quizzes will not be available to students without justifiable reasons.** Any missed quizzes will receive an automatic grade of 0 and be dropped as your lowest quiz mark.

ASSIGNED GRADES

To ensure fairness, final grades in this course are based exclusively on students' performance on the components of their research report (topic submission, thesis paragraph and annotated bibliography, draft paper submission, and final submitted document), biweekly quizzes and discussion board posts. Because of the buffer built into the course (e.g., opportunities to drop your lowest discussion board weeks and lowest quizzes), you should be able to miss some course material if you become ill or are otherwise unavailable for brief periods during our class without it negatively impacting your final grade in the course. Quizzes may not be re-written, nor will the quizzes or assignments be re-weighted in calculating final grades. Grades will not be adjusted on the basis of need or request, and students will not be able to improve their marks by completing additional assignments. All students are judged using the same evaluations, and grades that are earned are the grades that are granted.

FILE FORMATS

Unfortunately, LEARN cannot preview all file formats easily for marking or cross-referencing with Turnitin.com. Downloading files increases grading time and all file formats are not viewable to Mac vs. PC users. Please submit **all written work in Microsoft Word (.doc or .docx) format** unless you have made other arrangements with me in

advance. To maintain academic integrity, I cannot accept links to Google docs. Download your Google doc as .docx or PDF before submitting to the LEARN dropbox. If you are asked to resubmit work because of file format challenges, we may apply the late penalty.

ACCOMMODATION FOR COURSE REQUIREMENTS:

Policies of the Psychology department pertaining to course requirements are available on the [department website](#).

****Please note** that alternative arrangements for the assignments/quizzes/discussion board participation will only be made if there is a **major disruption** in your ability to function academically due to **documented** and legitimate medical or compassionate reasons or based on religious grounds. ***Vacations, long weekends, and travel plans are not sufficient grounds for accommodations to the academic expectations of this course.*** If you are encountering a situation that is likely to impact you for several weeks of the course, please contact the instructor ([Dr. Seeds](#)) immediately to determine the best course of action. All documentation must date from before/during the missed assignment/quiz/discussion board participation, not after it. That is, the documentation must represent *first-hand knowledge* of the circumstances that made it impossible for you to complete the graded course component as scheduled, as opposed to reflecting your retrospective self-report to the authority providing documentation.

Our course evaluative components are structured in such a way as to allow for some minor disruptions without negative impact to student grades, particularly during this unprecedented time of a global pandemic. Please be aware that the course is designed to allow students to drop their lowest grade items in the calculation of their final grade. Evaluative components of the course equal more than 100% if they are all completed as scheduled (e.g., extra quizzes and discussion board participation). This 'buffer' allows students to have some instances where they may miss a quiz or discussion board participation for any reason, and not need to make it up. Instead, they can take a grade of '0' on that component and drop it as part of their lowest grades. I would encourage you all to **save** some of these freebies for later in the term in case you experience an illness or other substantial disruption to your daily functioning.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

LATE WORK:

Please note that all assignments, quizzes, and discussion posts are expected to be submitted and completed on time. Please refer to the syllabus and LEARN for details of these deadlines, as they vary across evaluative component. In the case of missed quizzes or late discussion posts, marks of 0 will be applied unless there are justifiable reasons. The late penalty for components of the research paper is -10% per day, including weekends. For instance, if your research paper draft is late by 1 day, you can earn, at best, 90% of its maximum value.

Where there are legitimate extenuating circumstances—such as an illness or a family emergency—contact the instructor promptly to arrange accommodations. If you encounter circumstances that you feel may cause you to be late in submitting multiple assignments or weekly discussion posts, you should contact me immediately, explain the circumstances, and we may negotiate an extension. To do so, you must be in contact with me at least 24 hours prior to the deadline to request an extension. No last-minute extensions will be granted.

If an extension is granted, students are expected to submit their assignment at the agreed upon time and date, with the appropriate documentation.

RELIGIOUS HOLIDAYS TO BE ACCOMMODATED IF REQUESTED:

Requests for accommodation based on religious holidays must be submitted in writing to the student's instructor(s) as soon as the conflict becomes apparent; in any case, within **two weeks** of being notified of an academic requirement that poses a conflict to their religious or spiritual practices, observances, or beliefs. Instructors may provide accommodations as outlined in the [Accommodations section](#) of the Undergraduate Calendar. 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 Spring 2021 that might warrant accommodation on religious/cultural grounds:

Date	Religious/Holiday observance
Saturday, May 1	Holy Saturday (Coptic-Christian & Eastern Orthodox)
Sunday, May 2	Easter/ Pasha (Coptic-Christian & Eastern Orthodox)
Monday, May 3	Easter Monday (Coptic-Christian & Eastern Orthodox)
Friday, May 7	Vesak (Buddhist)
Wednesday, May 12 - Thursday, May 13	Eid-al-Fitr (Islam)
Sunday, May 16 - Tuesday, May 18	Shavuot (Jewish)
Sunday, May 23	Declaration of the Bab (Bahá'í)
Friday, May 28	Ascension of Bahá'u'lláh (Bahá'í)
Friday, July 9	Martyrdom of the Bab (Bahá'í)
Sunday, July 11	Imamat Day (Islam Ismaili)
Tuesday, July 20	Eid-Al-Adha (Islam)
Saturday, July 24	Asala (Dharma Day) (Buddhist)
Tuesday, August 10	Muharram (Islam)
Saturday, August 21	Raksha Bandhan (Hindu)
Sunday, August 22	Raksha Bandhan (Hindu) Obon (Japanese Buddhist)
Monday, August 30	Krishna Janmashtami (Hindu)

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 [Office of Academic Integrity webpage](#) for more information. You will also be asked to complete a module on Academic Integrity in LEARN as part of this course.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check the [Office of Academic Integrity](#) for more information. 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. 48790

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; reibach@uwaterloo.ca.

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](#).

ACCOMMODATION FOR STUDENTS WITH DISABILITIES:

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 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.

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.

Please visit the [University of Waterloo Coronavirus website](#) to stay informed and get the most recent updates for students and instructors, as well as [modified services](#) on campus. **Due to COVID-19 and campus closures, many services are available only online or by phone.**

On Campus

- [Health Services Building](#): located across the creek from Student Life Centre
 - Call 519-888-4096 to schedule an appointment
- Telehealth Ontario: call 1-866-797-0000 for free 24/7 advice from a health professional
- Counselling Services ([Needles Hall Addition, NH 2401](#))
 - Call 519-888-4567 x 32655 to schedule an appointment

- counserv@uwaterloo.ca
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- [Glow Centre](#): support services for sexual and gender diversity
- [Empower Me](#): 24/7 mental health and wellness service for students (telephone)

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 ext. 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

THE WRITING AND COMMUNICATION CENTRE:

[The Writing and Communication Centre \(WCC\)](#) works with students in all Faculties to help you consider your audience, clarify your ideas, develop your voice, and write in the style appropriate to your discipline.

They offer one-on-one support for writing papers, delivering presentations, integrating research, and revising for clarity and coherence. Group appointments for team-based projects, presentations, and papers are also available.

All of their services are available virtually: booked appointments, drop-ins, resources, and writing groups. Check out [their website](#) for other ways to interact with us, such as open online forums and online Q&As. Visit them at www.uwaterloo.ca/wcc.

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. Please bring your assignment instructions and any notes or drafts to your appointment.

PLAGIARISM 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®.

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.

CHOSEN/PREFERRED FIRST NAME:

Do you want professors and interviewers to call you by a different first name? Take a minute now to verify or tell us your chosen/preferred first name by logging into [WatIAM](#).

Why? Starting in winter 2020, your chosen/preferred first name listed in WatIAM will be used broadly across campus (e.g., LEARN, Quest, WaterlooWorks, WatCard, etc). Note: Your legal first name will always be used on certain official documents. For more details, visit [Updating Personal Information](#).

ACADEMIC FREEDOM AT THE UNIVERSITY OF WATERLOO:

[Policy 33, Ethical Behaviour](#) states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6

OTHER HELPFUL INFORMATION:

University of Waterloo [Department of Psychology](#)
University of Waterloo [Registrar's Office](#)
University of Waterloo's [COVID-19 Information](#)
[Canadian Psychological Association](#)
[American Psychological Association](#)
[Association for Psychological Science](#)
[Ontario Psychological Association](#)
[The Canadian Council of Professional Psychology Programs](#)
[The College of Psychologists of Ontario](#)
[Society for a Science of Clinical Psychology](#)
[Society of Clinical Psychology](#)
[Society of Clinical Child & Adolescent Psychology](#)
[Society for Research in Psychopathology](#)
[Canadian Association for Cognitive and Behavioural Therapies](#)
[Association for Behavioral and Cognitive Therapies](#)
[Canadian Register of Health Service Psychologists](#)

CLASS SCHEDULE OF TOPICS AND IMPORTANT DATES:

Week	Date	Topic	Readings	Activities/Assignments
1	May 10-14	Introduction and Theories of Abnormal Development <i>Guest Lecture: Jasmine Zhang</i>	Chapters 1 <u>AND</u> 2 in Mash & Wolfe (2019)	<ol style="list-style-type: none"> 1. Academic integrity module and academic integrity contract 2. Video consent form 3. Intro quiz – A Little Bit About You (for the instructor) – ungraded 4. Discussion posts: Introduce yourself to your discussion pod video and getting to know you – before Sunday, May 16, 2021 by 11:59 p.m.
2	May 17-21	Assessment, Diagnosis, and Treatment and Sleep-Wake and Elimination Disorders	Chapter 4 in Mash & Wolfe (2019) <u>AND</u> Chapter 13 in Mash & Wolfe (2019) (pages 443-456 only; omit sections on chronic illness and adolescent substance-use disorders)	<ol style="list-style-type: none"> 1. Discussion posts – before Sunday, May 23, 2021 by 11:59 p.m. 2. Quiz 1 – before Sunday, May 23, 2021 by 11:59 p.m. (covers this week <u>and</u> last week’s content)
3	May 25-28*	Feeding and Eating Disorders	Chapter 14 in Mash & Wolfe (2019)	<ol style="list-style-type: none"> 1. Research Report – Topic selection and approval due by Friday, May 28, 2021 by 11:59 p.m. 2. Discussion posts – before Sunday, May 30, 2021 by 11:59 p.m. <p><i>*please note that this is a truncated week due to the Victoria Day holiday on May 24. No course activity or assignment can be due on May 24.</i></p>
4	May 31-June 4	Intellectual Disability (Intellectual Developmental Disorder)	Chapter 5 in Mash & Wolfe (2019)	<ol style="list-style-type: none"> 1. Discussion posts – before Sunday, June 6, 2021 by 11:59 p.m. 2. Quiz 2 – before Sunday, June 6, 2021 by 11:59 p.m. (covers this week <u>and</u> last week’s content)

Week	Date	Topic	Readings	Activities/Assignments
5	June 7-11	Autism Spectrum Disorder <i>Guest Lecture: Shawna Fleming, BCBA</i>	Chapter 6 in Mash & Wolfe (pages 155-185 only; omit section on childhood-onset schizophrenia) Article 1	<ol style="list-style-type: none"> 1. Research Report – Thesis Paragraph and Annotated Bibliography due Sunday, June 13, 2021 by 11:59 p.m. 2. Discussion posts – before Sunday, June 13, 2021 by 11:59 p.m.
6	June 14-18	Communication and Learning Disorders	Chapter 7 in Mash & Wolfe (2019)	<ol style="list-style-type: none"> 1. Discussion posts – before Sunday, June 20, 2021 by 11:59 p.m. 2. Quiz 3 – before Sunday, June 20, 2021 by 11:59 p.m. (covers this week <u>and</u> last week's content)
7	June 21-25	Attention-Deficit/Hyperactivity Disorder	Chapter 8 in Mash & Wolfe (2019) Article 2	<ol style="list-style-type: none"> 1. Discussion posts – before Sunday, June 27, 2021 by 11:59 p.m.
8	June 28-30*	Prevention and Promotion	Article 3	<ol style="list-style-type: none"> 1. Discussion posts – before Sunday, July 4, 2021 by 11:59 p.m. 2. Quiz 4 – before Sunday, July 4, 2021 by 11:59 p.m. (covers this week <u>and</u> last week's content) <p><i>*please note that this is a truncated week due to the Canada Day holiday on July 1 and the Additional holiday day on July 2. No course activity or assignment can be due on July 1 and July 2.</i></p>
9	July 5-9	Conduct Problems	Chapter 9 in Mash & Wolfe (2019)	<ol style="list-style-type: none"> 1. Research Report – Draft Submission due Friday, July 9, 2021 by 11:59 p.m. 2. Discussion posts – before Sunday, July 11, 2021 by 11:59 p.m.
10	July 12-16	Depressive and Bipolar Disorders	Chapter 10 in Mash & Wolfe (2019)	<ol style="list-style-type: none"> 1. Discussion posts – before Sunday, July 18, 2021 by 11:59 p.m. 2. Quiz 5 – Sunday, July 18, 2021 by 11:59 p.m. (covers this week <u>and</u> last week's content)

Week	Date	Topic	Readings	Activities/Assignments
11	July 19-23	Anxiety and Obsessive-Compulsive Disorders <i>Guest Lecture: Linda Sosa-Hernandez and Sarena Daljeet</i>	Chapter 11 in Mash & Wolfe (2019) Article 4	1. Discussion posts – before Sunday, July 25, 2021 by 11:59 p.m.
12	July 26-30	Trauma- and Stressor-Related Disorders <i>Guest Lecture: Jasmine Zhang</i>	Chapter 12 in Mash & Wolfe (2019) Article 5	1. Discussion posts – before Sunday, August 1, 2021 by 11:59 p.m. 2. Quiz 6 – Sunday, August 1, 2021 by 11:59 p.m. (covers this week and last week's content)
13	August 3-5*			1. Research Report – Final Draft Submission due Thursday, August 5, 2021 by 11:59 p.m. <i>*please note that this is a truncated week due to the Civic holiday on August 2.</i> 2. No course activity or assignment can be due on August 2.

*****READINGS ARE RECOMMENDED TO BE COMPLETED BEFORE WATCHING THE LECTURE CONTENT*****

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.