



PSYC 459

Developmental Psychopathology

Fall 2013

Instructor:	Dr. Deborah Brown	Lecture Location:	SS012
Phone:	403-662-3876	Lecture Days/Time:	Wednesday 17:00-19:50
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Office:	A257D		
Office Hours:	By appointment only		

Course Description and Goals

A critical emphasis of developmental psychopathology during childhood and adolescence with an emphasis on the characteristics of the disorders, their determinants, and outcomes. Current theories and research, and recent trends in intervention and prevention will be emphasized. The primary goals of this course are to provide you with a broad overview of current issues, theories, and empirical findings in the field of developmental psychopathology, and use abnormal development to help you gain a deeper understanding of normal development. By the end of the term, you should be able to:

- Think scientifically about conceptual, ethical, and practical issues related to the study of developmental psychopathology;
- Demonstrate knowledge about the genetic, environmental, and cultural factors that influence childhood and adolescent disorders, including risk and protective factors;
- Identify defining features, associated characteristics and possible causes of each major developmental disorder and the criteria that are used to diagnose;
- Understand evidence based approaches to treatment and prevention of childhood and adolescent psychopathology; and
- Evaluate the existing theories and research in the field of developmental psychopathology.

PSYC 459 is an issues-oriented course with a research and applied emphasis. The course is designed to strengthen the following core competencies: critical and creative thinking, analysis of problems, effective written and oral communication, gathering and organizing information and data, logical calculation, abstract reasoning and its applications, insight and intuition in generating knowledge, interpretive and assessment skills. These goals will be fostered by incorporating: experiential learning (e.g. class presentations and discussions, in-class debates, group projects); integration of research (e.g., research paper, journal article critiques); interdisciplinary emphasis (e.g., biopsychosocial framework, multidisciplinary approach to developmental psychopathology); and broad faculty/student and student/student interaction (e.g., discussion groups, group projects).

Prerequisites

Psyc 205 or Psyc 200 and 201 – Principals of Psychology (I & II)

Psyc 312 – Experimental Design and Quantitative Methods

Psyc 351 – Development Psychology

Psyc 385 – Abnormal Psychology

Required Text

Mash, E. J., & Wolfe, D. A. (2013). *Abnormal child psychology* (5th ed.). Belmont, CA: Wadsworth/Cengage Publishing. [Available in University Bookstore]

Evaluation

Exams: Two exams are scheduled for this course covering text, readings, and lecture material (including any videos). Exams are non-cumulative and will consist of multiple-choice and short-answer and short essay questions.

Midterm Exam 1	October 16, 2013	Ch. 1-6 and Chapter 14 and related readings and videos	35%
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Midterm Exam 2	November 20, 2013	Ch. 7, 8, 10 and related readings and videos	30%
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Research Paper: One research paper 10-15 pages double-spaced worth 25% of your mark. Your term paper will focus on a specific issue or controversy in developmental psychopathology. Further details will be provided in class and posted on Blackboard. **Due: November 6, 2013.**

You are expected to hand in a hard copy of your paper at the beginning of class on the due date. If you cannot attend class on that day, you must 1) deliver the paper to the main office to be put in my mailbox and date stamped or 2) email me the paper as a Word file attachment, before 5:00 pm on the due date. Late papers will be deducted 5% per day (including weekends) up to a maximum of 35% (7 days), at which point, late assignments will no longer be accepted.

In-Class Group Assignment: One in-class group assignment (**December 4, 2013**) worth 10% of your mark. This assignment is intended to help you apply the concepts that you have learned in class. You will work on this assignment in groups of 2-4 and hand it in at the end of class.

Department of Psychology Grade Distribution Policy

The distribution of grades in Psychology courses (the percentage of A grades, B grades, etc.) will be similar to the distribution of grades in other courses in the Faculty of Arts. The Department monitors the grade distributions of 200-, 300-, and 400-level courses in the Faculty to ensure that the grade distributions in Psychology courses are comparable. Based on these reviews, students can expect that 1) up to 30% of grades in 200- and 300-level psychology courses will be "A" grades (A+, A, and A-), and 2) up to 40% of grades 400-level psychology courses will be "A" grades.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance*. An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance*. Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance*. Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance*. Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met*. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

Date	Topic/Activity/Readings/Due Date
W Sep 11	Chapters 1 & 2 – Introduction to Course/Theories and Causes
W Sep 18	Chapters 3 & 4 – Research and Clinical Issues
F Sep 20	Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.
M Sep 23	Last day to add or swap full courses (Multi-term) and Fall Term half courses. Last day for change of registration from audit to credit or credit to audit.
W Sep 25	Chapter 14 – Child Maltreatment and Trauma & Childhood Antecedents to the Development of Personality Disorders Guest Lecturer – Dr. Ryan Day
F Sep 27	Fee payment deadline for Fall Term full and half courses.
W Oct 2	Chapter 5 – Attention Deficit/Hyperactivity Disorder - <i>Video: Struggle for Control: Child and Youth Behaviour Disorders (NFB)</i>
W Oct9	Chapter 6 – Conduct Problems
M Oct 14	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
W Oct 16	Midterm Exam 1
W Oct 23	Chapter 7 – Anxiety Disorder – <i>Video: Fighting Their Fears: Child and Youth Anxiety (NFB)</i>
W Oct30	Chapter 8 – Mood Disorders – <i>Video: Beyond the Blues: Child and Youth Depression (NFB)</i> Guest Lecturer – Ms. Kristin Newman
W Nov 6	Chapter 10 - Autism <i>Video – First Signs</i> Research- Paper Due
M Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
Nov 9-12	Reading Days. No lectures.
W Nov13	Chapter 10 – Childhood Onset Schizophrenia <i>Video: A Map of the Mind Field: Managing Adolescent Psychosis (NFB)</i>
W Nov 20	Midterm Exam 2
W Nov 27	Chapter 13 – Eating Disorders and Related Conditions <i>Video: Battling Eating Disorders</i>
W Dec 4	<i>In class assignment</i>
F Dec 6	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.

* Note: Adjustments may be made in our class schedule and readings as required.

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence From A Test/Exam

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up

exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered except under exceptional circumstances. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 275), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Course Credits for Research Participation (Max 2% of final grade)

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **Dec 6, 2013**

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suypaca@ucalgary.ca
Student Union Faculty Rep.: Phone: 403-220-3913 socialscirep@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombuds provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year. Call 403-220-5333.

Important Dates

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **September 20, 2013**. Last day for registration/change of registration is **September 23, 2013**. The last day to withdraw from this course is **December 6, 2013**.