



Psychology 459

Developmental Psychopathology

Winter 2013

Instructor:	Dr. Deborah Brown	Lecture Location:	SH 268
Phone:	403- 662-3876	Lecture Days/Time:	Thursdays 1700 – 1950
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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 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	February 14, 2013	Ch. 1-6 and Chapter 14 and related readings and videos	30%
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Final Exam	TBA (scheduled by the Registrar's office)	Ch. 7, 8, 9, 10 and 12-13 and related readings and videos	35%
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In-Class Group Assignment: One in-class group assignment (**March 14, 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.

Research Paper: One research paper 15-20 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: April 4, 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.

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
R Jan 10	Chapters 1 & 2 – Introduction to Course/Theories and Causes
R Jan 17	Chapters 3 & 4 – Research and Clinical Issues
F Jan 18	Last day to drop a course with tuition refund.
M Jan 21	Last day for registration/change of registration.
R Jan 24	Chapter 5 – Attention Deficit/Hyperactivity Disorder - <i>Video: Struggle for Control: Child and Youth Behaviour Disorders (NFB)</i>
R Jan 31	Chapter 6 – Conduct Problems
R Feb 7	Chapter 14 – Child Maltreatment and Trauma & Childhood Antecedents to the Development of Personality Disorders Guest Lecturer – Dr. Ryan Day
R Feb 14	Midterm Exam
R Feb 21	Reading days. No lecture
R Feb 28	Chapter 7 – Anxiety Disorder – <i>Video: Fighting Their Fears: Child and Youth Anxiety (NFB)</i>
R Mar 7	Chapter 8 – Mood Disorders – <i>Video: Beyond the Blues: Child and Youth Depression (NFB)</i>
R Mar 14	Chapter 9 – Intellectual Disability In class group assignment
R Mar 21	Chapter 10 - Autism <i>Video – First Signs</i>
R Mar 28	Chapter 10 – Childhood Onset Schizophrenia <i>Video: A Map of the Mind Field: Managing Adolescent Psychosis (NFB)</i>
R Apr 4	Chapter 12 - Adolescent Substance Use <i>Video : Messing With Heads</i> Research- Paper Due
R Apr 11	Chapter 13 – Eating Disorders and Related Conditions <i>Video: Battling Eating Disorders – Guest Speaker</i>
T Apr 16	Winter Lectures End. Last day to participate in research and allocate research credits. Last day to withdraw.

* 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. 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.

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 **Apr 16th, 2012**

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 suvpaca@ucalgary.ca

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

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 18, 2013**. Last day for registration/change of registration is **January 21, 2013**. The last day to withdraw from this course is **Apr 16th, 2013**.