



**Department of Psychology**  
**Psychology 459 (L01) – Developmental Psychopathology**  
**Fall 2010 – Course Outline**

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<b>Instructor:</b>	Dr. Deborah Brown	<b>Lecture Location:</b>	A167
<b>Phone:</b>	403-662-3876	<b>Lecture Days/Time:</b>	Thursdays 1700 - 1950
<b>Email:</b>	<a href="mailto:dlbrow@ucalgary.ca">dlbrow@ucalgary.ca</a>		
<b>Office:</b>	A257D		
<b>Office Hours:</b>	By appointment only		

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### **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. (2010). *Abnormal child psychology* (4th ed.). Belmont, CA: Wadsworth/Cengage Publishing. [Available in University Bookstore]

## Evaluation

Grades will be assigned based on two in-class tests, a class presentation and annotated bibliography, and a term paper. Tests will consist of multiple choice, short answer, short essay, and essay questions. Class presentations/annotated bibliography will consist of student debates, panel discussions, a written handout, and journal article reviews on selected controversial issues related to the disorder for that week. Your term paper will focus on treatment options in developmental psychopathology. **A complete description and details for each of these assignments will be provided to you on Blackboard.**

Grades will be assigned based on the following assignments and percentages:

Assignment	Percentage	Due Date
Test 1	30%	October 14, 2010 Chapters 1-6, 11 films, presentations, and discussions.
Test 2	25%	November 25, 2010 Chapters 7-10, films, presentations, and discussions
Class Presentation with Summary of Points and Annotated Bibliography	20%	Ongoing Day of your presentation prior to the start of class
Paper	15%	December 9, 2010
Participation	10%	Ongoing

## **Class Presentations Procedures and Grading**

Class presentations will consist of student presentations on selected controversial issues related to the course content. Presentations will be conducted by groups of 4 students. Initially, groups will meet in one of our first classes to choose their controversial issue and to decide who will take which side of the issue. (The topics will be circulated on the first day of class along with some guidelines and tips for presenting). The format for each presentation will consist of at least 10-15 minute presentation by each student. Alternating positions will be presented (Pro-Con-Pro-Con). Your presentation should succinctly present the arguments for the position

you have taken and *supportive research evidence*. It should communicate that you have thoroughly researched and reviewed relevant evidence related to this issue.

**Written Statement and Annotated Bibliography** At the time of your presentation you are required to submit to the instructor the following:

1. *Two page overview*: A concise overview of the controversial issue, a summary of the main points you plan to make in your presentation and citation of supportive evidence (research studies) for each point (two single spaced pages). The handout should be given to other students and to the instructor on the day of the presentation (prior to the presentation). These handouts will be serving as study notes for other students so please try to make them as informative and clear to follow as possible.

2. *Annotated bibliography: (to instructor only)* An annotated bibliography of two research articles. An annotated bibliography is a brief summary of the research and your critical evaluation of its strengths and weaknesses (no more than about a single spaced half a page for each article) of selected references on a particular topic. Your annotated bibliography should include two original empirical research studies whose findings support your position.

**IMPORTANT:** Your annotated bibliography *may not* include general review articles or book chapters—only original research studies may be included.

Ten percent of your grade will be based on the arguments you make in class, how well you present the issue, and how you answer questions. The remaining 10% will be based on your written submission/class handout, and annotated bibliography. It is important that each group works together to insure that they are on the same track and particularly that students who are taking the same side on an issue coordinate their presentation so that there is minimal overlap in the points they are making. Part of each student's overall oral presentation grade will be based on the degree of coordination and teamwork that is evidenced in the presentation as appraised by the instructor.

### **Term Paper**

This paper is worth 15% of your final grade. For this assignment, you will research treatment options for a child clinic issue of your choice (but it must be different from your class presentation). Your task is to research the possible options for the problem from the perspective of a parent. You will then choose a treatment option and justify the reasons you chose this treatment. You should cite any references used (for example, books, scholarly research articles, websites, etc) using APA style. Your paper must include a minimum of 3 original empirical research studies whose findings support your position. The papers should be between 5 to 8 pages in length, typed, and double-spaced with 1-inch margins. The papers are due by December 9, 2010. You must turn in a hard copy of the paper to be during class time. Late assignments will be penalized 10% a day and will not be accepted if more than three days late. E-mailed assignments will not be accepted for grading.

## Participation

Class participation is worth 10% of your final grade. The class will consist of lectures, discussions and activities. We will also review and discuss journal articles in class. I will encourage participation by students in all of these class activities. Obviously you must attend class in order to participate so absences from class will impact your participation grade.

## **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 Sep 16	Chapters 1 & 2 – Introduction to Course/Theories and Causes
R Sep 23	Chapters 3 & 4 – Research and Clinical Issues
<b>F Sep 24</b>	<b>Last day to drop a course with no W grade and tuition refund.</b>
<b>M Sep 27</b>	<b>Last day for registration/change of registration.</b>
R Sep 30	Chapter 5 - Attention Deficit /Hyperactivity Disorder - <i>Film: Struggle for Control: Child and Youth Behaviour Disorders (NFB)</i>
R Oct 7	Chapter 6 – Conduct Problems Debates 1 & 2
R Oct 14	Test #1 – <i>Film: Fighting Their Fears: Child and Youth Anxiety (NFB)</i>
R Oct 21	Guest Lecture – Ms. Talia Zink - Family Therapy with Adolescents – Assigned Readings will be posted on Blackboard
R Oct 28	Chapter 7 – Anxiety Disorder Debates 3 & 4
R Nov 4	Chapter 8 – Mood Disorders – <i>Film: Beyond the Blues: Child and Youth Depression (NFB)</i> Debate 5
<b>R Nov 11</b>	<b>Remembrance Day. No lecture.</b>
R Nov 18	Chapters 9 & 10 Intellectual Disability and Autism and Childhood Onset Schizophrenia Debate 6
R Nov 25	Test #2 – <i>Film: A Map of the Mind Field Managing Adolescent Psychosis (NFB)</i>
R Dec 2	Chapter 13 – Eating Disorders and Related Conditions – <i>Film: Battling Eating Disorders</i> Debates 7 & 8
<b>W Dec 8</b>	<b>Last day to participate in research and allocate research credits.</b>
R Dec 9	Chapter 14 – Child Maltreatment and Trauma Debates 9 & 10
<b>F Dec 10</b>	<b>Last day to withdraw.</b>

### **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.

### **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 8<sup>th</sup>, 2010.**

### **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](mailto:suypaca@ucalgary.ca)

**Student Union Faculty Rep.:** Phone: 403-220-3913 [socialscirep@su.ucalgary.ca](mailto: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 **Sep 24<sup>th</sup>, 2010.** Last day for registration/change of registration is Sep 27<sup>th</sup>, 2010. The last day to withdraw from this course is **Dec 10<sup>th</sup>, 2010.**