



**Department of Psychology**

**Psychology 459 (L60) – Developmental Psychopathology**

**Summer 2008**

<b>Instructor:</b>	<b>Deborah Brown, Ph.D</b>	<b>Lecture Location:</b>	<b>A167</b>
<b>Lecture Days/Time:</b>	Monday and Wednesdays 5:00 pm – 7:45 pm (165 minute lectures)		
<b>Email:</b>	dlbrow@ucalgary.ca		
<b>Office:</b>	A257D		
<b>Office Hours:</b>	By appointment		

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**Required Text**

Mash, E. J., & Wolfe, D. A. (2005). *Abnormal child psychology* (3rd ed.). Belmont, CA: Wadsworth Publishing.

**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.

## Evaluation

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

Assignment	Percentage	Due Date
Midterm Exam	25%	July 23, 2008 Chapters 1-7, 11 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%	August 6, 2008
Participation	10%	Ongoing
Final Exam	30%	To be scheduled by the registrar Chapters 8-10, 12-14 films, presentations, and discussions.

## Course Format and Requirements

### Exams

There will be a midterm and a final exam. The exams will consist of multiple choice, short answer, and essay questions designed to assess your understanding of the material covered.

*Midterm:* Will cover chapters 1-7 & 11 of the text, class films, class presentations, and handouts.

*Final Exam:* Will cover chapters 8-10, 12-14, films class presentations, and handouts.

### 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 12-15 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*: An 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 2 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 2 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 2 original empirical research studies whose findings support your position. The papers should be between 4 to 5 pages in length, typed, and double-spaced with 1-inch margins. The papers are due by August 6, 2008. 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.

### **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 frequent absences 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 (i.e., 89.5% will be rounded up to 90%; 89.4% will be rounded down to 89%, etc.).

## Tentative Lecture Schedule

DATE	TOPIC	CHAPTER	CLASS PRESENTATIONS
July 2	Introduction to Course Theories and Causes	Chapters 1 & 2	
<b>July 4</b>	<b>Last day for registration and changes of registration</b>		
July 7	Research Assessment, Diagnosis and Treatment	Chapters 3 & 4	
July 9	Attention-Deficit Hyperactivity Disorder Learning Disorders <i>Film: Struggle for Control: Child and Youth Behaviour Disorders (NFB)</i>	Chapters 5 & 11	
July 14	Conduct Problems & Aggression <i>Case Study</i>	Chapter 6	(Presentation 1)
July 16	Emotional Disorders (Anxiety) <i>Film: Fighting Their Fears: Child and Youth Anxiety (NFB)</i>	Chapter 7	(Presentation 2)
July 21	Emotional Disorders (Mood)	Chapter 8	(Presentation 3)
July 23	Midterm – <i>Film: Beyond the Blues: Child and Youth Depression (NFB)</i>		
July 28	Eating Disorders	Chapter 13	(Presentation 4 & 5)
July 30	Health Related and Substance Use Disorders and Childhood Maltreatment <b>Guest Speaker – Dr. Ryan Day</b>	Chapters 12 & 14	No class presentations
<b>August 4</b>	<b>Heritage Day – No class</b>		
August 6	Class Presentations		(Presentation 6-8)
	Term Paper Due		
August 11	Mental Retardation and Autism <b>Guest Speaker – Dr. Kim Ward</b>	Chapters 9 & 10	(Presentation 9)
August 13	Childhood Schizophrenia <i>Film: A Map of the Mind Fields: Managing Adolescent Psychosis (NFB)</i>	Chapter 10	(Presentation 10)
August 13	<b>Last day to allocate Bonus Credits to</b>		

	<b>Summer Session Courses</b>
<b>August 14</b>	<b>Last day to withdraw from course</b>
<b>August 15-16 &amp; 18</b>	<b>Summer Session Final Exams</b>

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

## **University of Calgary Curriculum Objectives**

This course addresses the following core competencies:

- Critical and creative thinking
- Analysis of problems
- Effective oral and written communication
- Gathering and organizing information
- Abstract reasoning and its applications
- Insight and intuition in generating knowledge
- Interpretive and assessment skills

With the following course characteristics:

- Considerable class discussions and class presentations in which students are prompted to think critically about course material
- Test questions in which students are required to design novel research studies to address theoretical issues
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This course addresses the following curriculum redesign features:

- An experiential learning component relevant to the program objectives
- Integration of research

## **Reappraisal of Grades**

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen 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 Director of Undergraduate Studies in Psychology, who will arrange for a reassessment of the work within the next fifteen 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 fifteen 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 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 fourteen (14) days after the start of this course.

## **Absence From A Test**

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup exam is written within two (2) weeks of the missed exam.

A completed Physician/Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

## **Course Credits for Research Participation**

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 an individual's final grade. Students can create an account and access the Research Participation System website at <http://ucalgary.sona-systems.com>. **The last day to participate in research and allocate credits is August 13<sup>th</sup>, 2008**

## **Student Organizations**

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

**Student Union VP Academic:** Phone: 220-3911 [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)  
**Student Union Faculty Rep.:** Phone: 220-3913 [socialscirep@su.ucalgary.ca](mailto:socialscirep@su.ucalgary.ca)

## **Important Dates**

The last day to drop this course and **still receive a fee refund** is July 4<sup>th</sup>, 2008. The last day to withdraw from this course is August 14<sup>th</sup>, 2008.