



UNIVERSITY OF
CALGARY

Department of Psychology

Developmental Psychopathology

Psychology 459 (L01) – Winter, 2006

Course Outline

Instructor: Eric J. Mash, Ph.D. **Office:** A 251D **Office Hours:** On request

Office Phone: 220-5570 **Class Resource:** <http://blackboard.ucalgary.ca>

Class Days: Tuesday and Thursday **Time:** 14:00-15:15 **Location:** SS 010

Required Text:

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

Text Web Site Resource: A link to a publisher's web site for the class text is provided on our class blackboard. The web site includes chapter outlines and summaries, sample quizzes, and other useful learning aids.

Required Journal Article Readings:

Additional assigned readings (see below). These readings may be accessed online and/or downloaded from electronic journals that are available on the University of Calgary library web site:

<http://www.ucalgary.ca/library/ejournals/>

Course Description:

Psychology 459 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 and research about the disorders and recent trends in intervention and prevention will be emphasized. Class presentations and discussions will provide coverage of *selected topics* relating to various types of developmental psychopathology including:

1. *disorders of behavior* (attention-deficit/hyperactivity disorder (ADHD), oppositional defiant disorder, conduct disorder)
2. *disorders of emotion* (anxiety and mood disorders)
3. *developmental and learning problems* (autism, mental retardation, communication and learning disorders)

4. ***problems related to physical and mental health*** (eating disorders, health related disorders, substance use disorders)
5. ***problems related to family disturbances*** (child abuse and neglect).

For each type of developmental psychopathology, we will consider issues related to its defining features, associated characteristics, possible causes, theories, research evidence, and current approaches to assessment and intervention. Since all of you will have had the child development (PSYC 351) and abnormal psychology (PSYC 385) courses, which are the pre-requisites for this course, the focus of developmental psychopathology will be on advanced research and applied topics that will build on your knowledge base and advance critical thinking about important issues in this area. In this context we will consider issues related to risk and resilience processes and competencies such as genetic factors, prenatal conditions, nutrition, child temperament, social/academic adjustment, peer influences, caregiver responsiveness, caregiver stress or psychopathology, and family and broader social contextual factors.

We will trace possible developmental pathways from childhood to early adulthood for each disorder and show how biological, psychological, and socio-cultural influences interact to determine outcomes. Depending on the interplay among these factors youth outcomes may be *positive* (e.g., attentive, cooperative, empathic, securely attached, warm and open relationship with teachers and other adults, confident, socially adept in problem solving and moral reasoning, competent, engaged in meaningful relationships) or *negative* (e.g., neurodevelopmental delays, inattentive, aggressive, insecure, avoidant or disorganized attachment, irritable, anxious, impulsive, hyperactive, development of mental illness and co-morbid conditions).

Course Objectives:

The overall objective of PSYC 459 is the acquisition of knowledge about developmental psychopathology through a critical examination of current issues and research evidence related to the:

- (1) basic characteristics and determinants of developmental psychopathology in children and adolescents;
- (2) current conceptual frameworks for defining and understanding developmental psychopathology in childhood and adolescence;
- (3) approaches to classification, diagnosis, and assessment;
- (4) theoretical and methodological issues associated with the study of developmental psychopathology;
- (5) current research findings on various types of developmental psychopathology;
- (6) current evidence-based approaches to intervention and prevention.

University of Calgary Curriculum Objectives:

PSYC 459 is an issues-oriented course with a research 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, mathematical ability, abstract reasoning and its applications, insight and intuition in generating knowledge, interpretive and assessment skills.

These objectives 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 group, group projects).

Class Schedule, General Topics, and Assigned Text Chapters*

Date		General Topic	Chapters
January	10	Introduction to Course**	1
	12	Theories and Causes	2
Janaury	17	Research**	3
	19	Clinical Issues	4
January	24	Attention-Deficit Hyperactivity Disorder**	5
	26	ADHD	
	31	Conduct Problems	6
February	2	Conduct Problems: Debate 1	
February	7	Anxiety Disorders	7
	9	Anxiety Disorder: Debate 2	
February	14	Mood Disorders	8
	16	Depression: Debate 3	
February	21	Reading Week: No Class	
	23	Reading Week: No Class	
	28	<i>Test 1*</i>	
March	2	Mental Retardation: Debate 4	9
March	7	Autism	10
	9	Autism: Debate 5	
March	14	Communication and Learning Disorders	11
	16	Learning Disorder: Debate 6	

March	21	Eating Disorders	13
	23	Eating Disorders: Debate 7	
March	28	Child Maltreatment	14
	30	<i>Test 2</i>	
April	4	Child Maltreatment: Debate 8	
	6	Health-Related Disorders: Debate 9	12
April	11	Substance Use Disorder: Debate 10	pp. 370-375
	13	TBA	

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

**Note: Designates an assigned journal article(s) for this week (see list below).

Grades will be assigned based on two in-class tests, a class presentation/debate + annotated bibliography, and a term paper. A description and details for each of these assignments are presented below.

Evaluation:

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

Assignment	Percentage	Due Date
Test 1	35%	February 28 M/W chapters 1-8, Required journal articles 1-3, class presentations and discussions, class debates, class films.
Test 2	25%	March 30 M/W chapters 9, 10, 11, 13, 14, class presentations, class debates, and class films.
Class Presentation Written Statement and Annotated Bibliography	20%	TBA Day of your presentation before class.
Paper	20%	April 13 or earlier

Please Note: In order to manage the course, due dates for all class assignments are viewed strictly. E-mailed assignments will not be accepted. The penalty for a late paper assignment is 15% per day for a maximum of three days, after which no credit will be given.

Grading:

Percentages below indicate the *approximate* standard required for each letter grade; some or all cutoffs may be lowered but will not be raised. In this course there will be no rounding up of final grades, especially in light of the opportunity students have to increase their final grade via bonus credit.

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%

Bonus Credit: Students in most psychology courses are eligible to participate in departmentally-approved research and earn credits toward their final grades. **A maximum of one credit (1%)** may be applied to your final grade in this course. Information about current experiments is on the Experimetrix Website at <http://experimetrix.com/uc>. The read me link at this site provides a guide to using the system and assigning your credits. The last day to participate in research and allocate your credits to your courses is April 12, 2006.

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 Head of the department offering the course, 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 a student's responsibility to request academic accommodation. If you are a student with a disability who may require academic accommodation and **have not** registered with the Disability Resource Centre, please contact their office at 220-8237. If you are seeking academic accommodation, please notify your instructor no later than fourteen (14) days after the commencement of the course. Note that the lecturer must approve any tape recordings of lectures.

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.

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

Important Dates

The last day to drop this course and **still receive a fee refund** is January 20, 2006. The last day to withdraw from this course is April 13, 2006.

Course Format and Requirements:

Tests:

In-class tests will consist of multiple choice, short answer, short essay, and essay questions designed to assess your mastery of basic information as well as your ability to integrate and communicate an understanding of the material covered in the required readings (chapters and journal articles) and in class presentations/debates/handouts.

(1) Test 1: Will cover chapters 1-8 of the text, required journal articles 1-3, class presentations/discussions and debates, class films.

(2) Test 2: Will cover chapters 9, 10, 11, 13, and 14 of the text, class presentations, discussions, debates, and class films.

General Framework for Class Discussions:

Weekly assigned chapters from the text and required journal article readings are intended to provide you with the background knowledge and information needed to actively participate in class discussions (and debates) in an informed way. Each class may involve presentations, videos, and critical discussion of issues and questions raised by the assigned readings.

Please be sure that you have reviewed the assigned chapter and carefully read the assigned journal article for a particular week prior to our *Tuesday* class so that you can raise issues for discussion. A number of the assigned journal articles during the first three weeks of the term are research studies. In evaluating a research study you may wish to consider the following points as relevant. These points are intended to get you to think about a range of possible issues related to the research article, and to raise questions in our class discussion. These are also the types of questions about the research articles that may appear on a class test. In addition, they are the kinds of questions you will want to consider to in reading research articles in preparation for your class debate and term paper.

A. Introduction

1. Briefly consider the topic of the research. Summarize the most pertinent past research.
2. What additional information is the present research study supposed to add to the field?
3. What is the study's hypothesis or hypotheses? If there are no explicitly stated hypotheses, what is the intent of the study?

B. Method

1. Who were the subjects? Were they selected in any specific manner or by any criteria? Were any subjects excluded from participation? If so, why?
2. What is the setting of the study (lab, home, school, community)?
3. What type of research design was used (e.g., experimental, correlational, naturalistic, etc.)?
4. List all of the variables. Indicate how they were operationally defined.
 - a. If correlational, indicate which variables were to be associated with one another.
 - b. If experimental, indicate which variables are independent and which are dependent.

C. Confounds and Ethical Issues

1. Indicate whether or not there were any biases present in the selection of subjects. If so, how could they have been avoided?
2. Indicate whether or not there were any biases present during the running of the study (consider experimenter bias, subject bias, etc.).
3. Consider current ethical guidelines for research. Were the subjects at any risk? If so, what safeguards did the research introduce into the study?
4. Did you find any ethical issues that were not addressed adequately? If so, describe why you do not think they were adequate and how you would address them.

D. Results

1. Are there any descriptive statistics used? Which ones? What do they tell you?
2. Are there any inferential statistics used? Which ones? What do they tell you?
3. Explain how the results support or do not support the hypotheses.

E. Discussion

1. What major conclusions do the authors draw?
2. How are their findings related to prior research?
3. Do the conclusions follow logically from the results? Are there any unwarranted, hidden, assumptions of causality?
4. Are the results trustworthy (reliable) or not?
5. Do the authors suggest any theoretical implications? If so, what? Discuss briefly whether or not you agree with their theoretical interpretations.
6. Do the authors suggest any practical implications? If so, what?
7. Do you think this research study was well executed? If not, what were some of the flaws? How might you overcome these flaws in future research?
8. To what populations or settings would you be willing to extend or generalize the conclusions?
9. Do the authors draw any conclusions you are unwilling to accept? If so, please explain.
10. What future research do the authors suggest? What research do you think is needed?

General Framework for Class Debates:

Class presentations/debates will consist of student presentations, panel discussions, and student-led class discussions on selected controversial issues related to the disorder for that week. There's no shortage of relevant topics. For example, with respect to conduct disorder, consider recent incidents of youth violence. How do we make sense out of this senseless violence by young people and what can be done about it? Are youngsters who engage in these extreme acts born this way or do environmental factors lead to their behavior? With respect to mood disorders, suicide in young people is increasing in frequency and has become a grave concern. As another example, child abuse in all its forms is reaching epidemic proportions. Finally, tragic events such as the September 11 terrorist attack on the World Trade Center or Hurricane Katrina have resulted in a heightened interest in helping young people deal with symptoms related to experiencing or witnessing traumatic events, sometimes with little evidence regarding the effectiveness of the interventions being used. To give you some ideas, there are many other controversial topics that we will discuss during the first week of class. It will be important that the controversial topic that your group selects to debate is clearly framed in a way so that different sides of the issue can be taken.

Groups of students will have primary responsibility for leading an in-class debate on each topic. The organization for each debate will follow a semi-standard format, but may vary somewhat depending on the issue and goals. Each class debate will include one or more of the following components:

- a. Brief introduction of participants by the debate moderator (a volunteer member of class).

- b. Presentation in which you outline your position on the controversial topic and the research evidence in support of your position.
- c. After presentations have been made, a critique and counter-response to the arguments made by panel members taking the contrary position.
- d. Questions from class and discussion of issues emerging from the debate.

Class Presentation/Debate: Procedures and Grading. Class presentation/debates will be conducted by groups of 2 to 4 students depending on class size. Initially, groups will meet in one of our first classes to identify a controversial issue and to decide who will take which side of the issue. At this time a moderator for each debate will also be selected.

The format for each debate will consist of at least a 12-15 minute presentation (it may be slightly longer when fewer people are debating the issue) by each student. Alternating positions will be presented. Following these presentations, each student will then have 5 minutes to counter the points made by those taking the contrary position. Any remaining time will be used for questions and discussion.

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.

Your counter-arguments should state why you disagree with the contrary position and any evidence in support of your points. You may wish to anticipate the points that are likely to be made by the opposite side so that you are prepared to respond to them.

The role of the debate moderator will be to introduce speakers and to assist presenters in staying within their time limits on the length of presentation.

Written Statement, Annotated Bibliography, Reference List At the time of your presentation you are required to submit to the instructor the following:

1. *Two page overview:* A succinct overview of the controversial issue, the main points you plan to make in your presentation, and citation of supportive evidence (research studies) for each point (two single spaced pages). This handout should be given to other students and to the instructor on the day of your presentation (prior to the debate). *Please note that in addition to being graded, that these handouts will also be serving as study notes for your classmates for class tests so you should try to make them as informative and clear to follow as possible.*

2. *Annotated bibliography.* (to instructor only) An annotated bibliography of 5 research articles. An annotated bibliography is a brief summary of the research and your 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 5 original empirical research studies whose findings support your position.

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

3. *Reference List.* (to instructor only) A list of additional references (over and above the ones included in your annotated bibliography) that you have read in preparing your presentation. In addition to research articles over and above the ones on your annotated bibliography, this reference list may also include other research papers, review articles, or chapters. In preparing your reference list you should follow APA style for references.

Grades for your class presentation/debate and written material will be individually assigned, and based on the arguments you make in class, how well you debate the issue, how you answer questions (10%), and your written submission, annotated bibliography, and references (10%).

Term Paper:

You will write a paper focusing on a specific issue or controversy in developmental psychopathology. The topic you select for your paper must be *different* than the one you address in your class presentation. In the paper, you should select a topic that is of special interest to you, review relevant literature related to the topic, and provide a critical analysis and conclusions. The maximum length for this paper is 15 double-spaced pages of text, plus additional pages for references, tables, or figures.

Your papers are due on or before 4:30 p.m. on the last day of class (April 13). References for your paper (and reference list) should conform to the publication manual of the American Psychological Association: American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author. Some examples of possible paper topics are given in this course outline (see below).

Course Blackboard:

An information resource, Blackboard, has been set up to access information related to this course. Blackboard can be accessed two ways:

1. myUofC [<https://my.ucalgary.ca>] with your eID.
2. blackboard.ucalgary.ca [<http://blackboard.ucalgary.ca>] with your UCIT Account.

1. my.ucalgary.ca

Once you sign on to myUofC you can access Blackboard along with the Infonet and a variety of other Campus Services

1. In your web browser, go to my.ucalgary.ca
2. If you haven't created your eID, follow the creation link under the sign on boxes.
3. Once signed on to my U of C, click the Blackboard link on the left side.

2. blackboard.ucalgary.ca

If you have an UCIT Computing Account you can use it to log on to Blackboard from the web address blackboard.ucalgary.ca. To sign up for an IT computing account, go to www.ucalgary.ca/it/register.

1. In your web browser, go to blackboard.ucalgary.ca
2. Log in with your IT user name and password.

If you have any questions about accessing Blackboard, please contact:
IT Support Centre
Phone: 403-220-5555
Hours: Monday – Friday 0830-1630 MDT
Email: bbhelp@ucalgary.ca

Required Weekly Journal Article Readings

All of the following readings are available online via the University of Calgary library web site:

Week of January 10 – Introduction to Course/Theories and Causes

1. Rutter, M., & Sroufe, A. (2000). Developmental psychopathology: Concepts and challenges. *Development and Psychopathology, 12*, 265-296.

Week of January 17 – Research/Clinical Issues

2. McCartney, K., Owen, M. T., Booth, C. L., Clarke-Stewart, A., & Vandell, D. L. (2004). Testing a maternal attachment model of behavior problems in early childhood. *Journal of Child Psychology and Psychiatry, 45*, 765-778.

Week of January 24 – Attention-Deficit Hyperactivity Disorder

3. MTA Cooperative Group (2004). National Institute of Mental Health Multimodal Treatment Study of ADHD follow-up: 24-month outcomes of treatment strategies for attention-deficit/hyperactivity disorder. *Pediatrics, 113*, 754-761.

Developmental Psychopathology Journals:

Some of the main journals that publish original research reports in the area of developmental psychopathology that you may wish to consult for your class presentation and paper are:

Primary Journals:

Development and Psychopathology
Journal of Abnormal Child Psychology
Journal of Child Psychology and Psychiatry
Journal of the American Academy of Child and Adolescent Psychiatry
Journal of Clinical Child and Adolescent Psychology

Other important Journals:

Journal of Family Psychology, American Journal of Orthopsychiatry, Child Abuse & Neglect, Child Development, Developmental Psychology, Pediatrics, Journal of

Abnormal Psychology, Journal of Autism and Developmental Disorders, Journal of the American Association on Mental Deficiency, Journal of Consulting and Clinical Psychology, Behavior Therapy, Journal of School Psychology, Journal of Pediatric Psychology, Family Process, Journal of Marriage and the Family, Family Violence, Journal of Interpersonal Violence

Recommended Books:

Listed below are a number of recommended books that might provide useful information and references related to your class presentation and paper.

Cassidy, J., & Shaver, P.R. (Eds.). (1999). *Handbook of attachment: Theory, research, and clinical applications*. New York: Guilford.

Cicchetti, D. et al (Eds.). (1989-1999). *Rochester symposium on developmental psychopathology* (Vols 1-9). University of Rochester Press.

Cicchetti, D., & Cohen, D.J. (1995). *Developmental psychopathology* (Vols. 1 and 2). New York: Wiley.

Goldstein, S., & Reynolds, C.R. (Eds.). (1999). *Handbook of neurodevelopmental and genetic disorders in children*. New York: Guilford.

Kazdin, A. E., & Weisz, J. R. (Eds.). (2003). *Evidence-based psychotherapies for children and adolescents*. New York: Guilford.

Kendall, P.C. (Eds.). (2000). *Child and adolescent therapy: Cognitive behavioral procedures*. New York: Guilford.

Mash, E.J., & Barkley, R.A. (Eds.). (1998). *Treatment of childhood disorders* (2nd ed). New York: Guilford.

Mash, E. J., & Barkley, R. A. (Eds.). (2003). *Child psychopathology* (2nd ed.). New York: Guilford.

Mash, E.J., & Terdal, L.G. (Eds.). (1997). *Assessment of childhood disorders* (3rd ed). New York: Guilford.

Shaffer, D., Lucas, C.P., & Richters, J. (Eds.). (1999) *Diagnostic assessment in child and adolescent psychopathology*. New York: Guilford.

Solomon, J., & George, C. (1999). *Attachment disorganization*. New York: Guilford.

Yeates, K.O., Ris, M.D. & Taylor, M.G. (Eds.). (1999). *Pediatric neuropsychology: Research theory and practice*. New York: Guilford.

Zeanah, C.H., Jr. (Ed.). (1999) *Handbook of infant mental health (2nd ed.)*. New York: Guilford.

Possible Paper Topics

These are suggestions. You may select any paper topic that is of particular interest to you. **Please remember**, the topic for your paper must be different than the one in your class debate.

(1) What are some of the issues associated with categorical versus dimensional approaches to the classification of childhood disorders? Can you specify disorders that you think are best classified as "categories" and others that are best classified as "dimensions"?

(2) Parent and teacher perceptions play a large role in the assessment of child behavior problems. Discuss the potential limitations of these perceptions as assessment devices.

(3) Why is it that most psychological disorders are more frequent among boys than girls?

(4) Are most psychological disorders more frequent among adopted children compared to non-adopted children?

(5) Discuss some of the key issues associated with understanding the relationship between socio-economic disadvantage and childhood disorders?

(6) What limitations (practical, ethical, or theoretical) exist in conducting longitudinal research in child psychopathology?

(7) Offer predictions for what DSM-VIII may look like in its categorization of childhood disorders.

(8) Should learning disabilities (or MR) be included in psychiatric classification systems?

(9) What can the study of autistic disorder contribute to our understanding of cognitive development?

(10) Discuss common errors made in interpreting retrospective studies of child abuse. Provide research or media examples of these errors.

(11) Recent findings have suggested structural and neurochemical differences in the brains of ADHD and normal children. How might such differences be interpreted?

(12) What are some of the ways in which molecular genetics techniques can be used to understand child psychopathology? Is there currently any evidence in support of the "one-gene one-disorder hypothesis" in the study of child psychopathology?

(13) The use of psychostimulants (or other medications) in the treatment of Attention Deficit Hyperactivity Disorder (or other childhood disorders) has been controversial. What do you think the role of medication should be in the treatment of childhood disorders?

(14) What are key issues in related to the role of cultural influences on child psychopathology?

(15) Discuss the evidence in support of the continuity of internalizing disorders from childhood into adulthood.

(16) In what ways might parental psychopathology influence the assessment and diagnosis of childhood disorders?

(17) Is there any evidence to support the long-term impact of marital discord on children's behavior and development?

(18) What are some of the strategies that might be used to understand "reciprocal influences" in studying the relationship between parental psychopathology and child psychopathology?

(19) Do you think it will be possible to discover a cure for any of the childhood disorders that are currently included in DSM-IV? If not, why not? If yes, which ones and why?

Psychology 459 (01)
Class Debates: General Topics

February 2 – Debate 1: Conduct Problems

Moderator: _____ **Email Address:** _____

Student Name: _____ **Email Address:** _____

Pro: _____

Pro: _____

Con: _____

Con: _____

February 9 – Debate 2: Anxiety Disorders

Moderator: _____ **Email Address:** _____

Student Name: _____ **Email Address:** _____

Pro: _____

Pro: _____

Con: _____

Con: _____

February 16 – Debate 3: Depression

Moderator: _____ **Email Address:** _____

Student Name: _____ **Email Address:** _____

Pro: _____

Pro: _____

Con: _____

Con: _____

March 2 – Debate 4: Mental Retardation

Moderator: _____ **Email Address:** _____

Student Name: _____ **Email Address:** _____

Pro: _____

Pro: _____

Con: _____

Con: _____

March 9 – Debate 5: Autism

Moderator: _____ **Email Address:** _____

Student Name: _____ **Email Address:** _____

Pro: _____

Pro: _____

Con: _____

Con: _____

March 16 – Debate 6: Learning Disorder

Moderator: _____ **Email Address:** _____

Student Name: _____ **Email Address:** _____

Pro: _____

Pro: _____

Con: _____

Con: _____

March 23 – Debate 7: Eating Disorders

Moderator: _____ **Email Address:** _____

Student Name: _____ **Email Address:** _____

Pro: _____

Pro: _____

Con: _____

Con: _____

April 4 – Debate 8: Child Maltreatment

Moderator: _____ **Email Address:** _____

Student Name: _____ **Email Address:** _____

Pro: _____

Pro: _____

Con: _____

Con: _____

April 6 – Debate 9: Health Related Disorder

Moderator: _____ **Email Address:** _____

Student Name: _____ **Email Address:** _____

Pro: _____

Pro: _____

Con: _____

Con: _____

April 11 – Debate 10: Substance Use Disorder

Moderator: _____ **Email Address:** _____

Student Name:

Email Address:

Pro: _____

Pro: _____

Con: _____

Con: _____