

PSYC 459
Developmental Psychopathology
Winter 2017

Instructor:	Kristin Newman, Ph.D.	Lecture Location:	SA 235
Phone:	403-220-4667	Lecture Days/Time:	W 17:00-19:45
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Office:	A06		
Office Hours:	By appointment		

Course Description

The primary goals of this course are to provide a broad overview of the current issues, theories, and empirical findings in the field of developmental psychopathology with a focus on the characteristics, determinants and outcomes of childhood and adolescent disorders. This course will cover a number of areas including the defining features and diagnostic criteria of childhood and adolescent disorders, the associated characteristics and etiological factors of each major developmental disorder; the genetic, environmental, and cultural factors that influence childhood and adolescent disorders; and evidence based treatments for childhood and adolescent psychopathology.

This course will place emphasis on the ability for students to critically evaluate the issues related to developmental psychopathology, and to integrate knowledge about genetic, environmental, and cultural factors that influence childhood and adolescent disorders. Students will be expected to master the information presented in the required textbook, supplemental readings, and lecture material and in addition, to integrate and synthesize the course content. Course performance will be based on tasks that require both an understanding of course material as well as an ability to integrate the information in an applied manner.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	PLO(s)	Level(s)
Describe knowledge as related to the broad field of developmental psychopathology (e.g., factors that influence childhood and adolescent disorders, features of specific disorders, treatment of disorders, theories and research in field)	1	C, A
Describe theories, features and course of specific childhood and adolescent disorders	1	C, A
Describe treatment of specific childhood and adolescent disorders	1	C, A
Complete a research paper that involves critical thinking and evaluation of the literature in a specific area of the field of childhood and adolescent psychopathology	1, 2, 4, 5	A
Communicate effectively in writing and in person	1, 2, 4, 5	A
Complete integrative and applied take home exam	1, 2, 4, 5, 7	A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Prerequisites

Psyc 200 and 201 – Principles of Psychology I & II
Psyc 312- Experimental Design and Quantitative Methods
Psyc 351- Developmental Psychology
Psyc 385- Abnormal Psychology

Required Text

Mash, E.J., & Wolfe, D.A. (2016). Abnormal Child Psychology (6th ed.). Boston, MA: Cengage Learning.
[Available in University Bookstore]

Evaluation

Midterm exam	February 15, 2017	Chapters 1,2,3,4,6,8,9, related readings, videos	30%
Final exam	Final exam period	Chapters 6, 10,11,12,13, related readings, videos, guest lectures	25%

Each test will consist of multiple choice, short answer, and long answer written questions. Exams will include material from textbook chapters, lecture material, related readings, videos, and guest lectures. If a test is missed it can only be made up following the provision of a Physician/ Counselor Statement, otherwise a grade of 0 will be assigned for that exam. iPods, iPads, computers, phones, books or notes are not allowed during in-class tests.

Research paper: Due March 8, 2017. This paper will focus on a specific issue or controversy in developmental psychopathology. The paper must be written using APA 6 format and should be between 15 to 20 pages in length (typed, double-spaced, 12-point Times New Roman Font, 1-inch margins), not including a cover page, figures, tables, and references. **This paper will be worth 25% of the final grade** and is due on March 8, 2017, which you will hand in during class time to your instructor or place in the green box outside of A255 by the end of class time on March 8, 2017 (electronic copies will NOT be accepted). Late assignments will be accepted, but there will be a penalty of 10% per day (24 hours), including weekends. This assignment will be discussed in more detail during the first week of classes and a longer description of the requirements will be posted on D2L.

Assignment: Due April 5, 2017. This will be an applied assignment that will be a cumulative integration of course material, requiring analysis of a case study. **This assignment will be worth 20% of the final grade** which you will hand in during class time to your instructor or place in the green box outside of A255 by the end of class time on April 5, 2017 (electronic copies will NOT be accepted). Late assignments will be accepted, but there will be a penalty of 10% per day (24 hours), including weekends. This assignment will be posted on D2L on March 22, 2017.

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

*Note: Some readings will be posted on D2L

*Note: Topic dates are subject to change depending on changing schedules of guest lecturers, advance notice will be provided

Date	Topic/Activity/Readings/Due Date (revise and add columns & rows as necessary)
M Jan 09	Winter term lectures begin.
W Jan 11	Chapters 1 & 2: Introduction to normal and abnormal behavior in children and adolescents
W Jan 18	Chapters 3 & 4: Research and Assessment; Diagnosis and Treatment
F Jan 20	Last day to drop Winter Term half-courses.
M Jan 23	Last day to add or swap Winter Term half courses. Last day for change of registration from audit to credit or credit to audit.
W Jan 25	Chapter 8: Attention Deficit/Hyperactivity Disorder Video
F Jan 27	Fee payment deadline for Winter Term fees.
W Feb 1	Chapter 9: Conduct Problems Video
W Feb 8	Chapter 6: Autism <i>Guest Speaker: Jennifer Ference, M.Sc.</i>
W Feb 15	Midterm Exam
Feb 19-26	Reading Week. No lectures. University open (except Family Day).
M Feb 20	Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
W Mar 1	Chapter 6: Childhood Onset Schizophrenia Video
W Mar 8	Chapter 10: Depressive and Bipolar Disorders Video Research paper due
W Mar 15	Chapter 11: Anxiety and Obsessive Compulsive Disorders Video
W Mar 22	Chapter 12: Trauma and Stressor Related Disorders
W Mar 29	Chapter 13: Health Related Disorders Tentative -may change dependent on availability of guest speaker
W Apr 5	Hutterite Culture and Views of Child Development [discussion of Hutterite origins, myths, and a culturally specific model of child development, and influence on child rearing practices <i>Guest speaker: Mr. Marvin Hofer, MSW, RSW</i> Take home assignment due
W Apr 12	Chapter 13: Substance Use Disorders Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.
F Apr 14	Good Friday. No Classes. University Closed
Apr 15-26	Winter Term Final Examinations. Final exam scheduled during this time

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

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services ; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf. 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 up to 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 during exam make-up hours**

provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-review-and-makeup-exams>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

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 by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

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 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 **April 12, 2017**.

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 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 [suyaca@ucalgary.ca](mailto:suypaca@ucalgary.ca)

Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen 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.ucalgary.ca/provost/students/ombuds>)

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 **January 20, 2017**. Last day for registration/change of registration is **January 23, 2017**. The last day to withdraw from this course is **April 12, 2017**.