



Psychology 653-01

Child Psychopathology

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**Lecture Location:** A 135A

**Lecture Days/Time:** Tuesday 9:30am –  
12:20pm

**General Course Description:**

*“Science is not a collection of facts, any more than opera is a collection of notes. It’s a process, a way of thinking, based on a single insight—that the degree to which an idea seems true has nothing to do with whether it is true, and that the way to distinguish factual ideas from false ones is to test them.” (Ferris, 1998, p. 5)*

The purpose of PSYC 653 is to provide an overview of the major psychological disorders of childhood and adolescence with an emphasis on the characteristics of the disorders, their determinants, and current theoretical formulations and research. The course will consider childhood disorders primarily from the developmental psychopathology, developmental-systems, and cognitive-behavioral conceptual perspectives. The course will take an empirical approach that focuses on recent research into the etiology and developmental course of childhood disorders. Some attention will be given to strategies for intervention and prevention as a context for informing your understanding of child psychopathology, but intervention and prevention strategies will not be the major focus of the course.

The primary clinical skills that will be targeted in this course are diagnosis and case conceptualization. Strategies and issues for the assessment of childhood problems in the service of diagnosis and case conceptualization will be addressed, but assessment and treatment are not the primary focus of this course. The course is intended for students who already have background preparation in both abnormal psychology (preferably abnormal child psychology) and child development, and graduate level coursework in research methods and statistics since current theory, research, and clinical findings will be emphasized, and basic foundation knowledge in abnormal psychology and child development will not be reviewed in any detail. PSYC 653 is a core offering in the program in clinical psychology. Course demands and expectations are consistent with those for students who are enrolled in a doctoral level program of research and training in clinical psychology.

**Course Objectives:**

The overall objectives of PSY 653 are the acquisition of knowledge, understanding, and critical thinking about:

1. Basic characteristics of childhood disorders, including common developmental pathways, neurobiological, psychosocial, environmental, and cultural determinants, and risk and protective factors.
2. Current conceptual frameworks for defining and understanding childhood disorders, particularly a developmental psychopathology (Sroufe & Rutter, 2000) and developmental-systems perspective (Mash & Dozois, 2003).
3. Issues and approaches to classification, diagnosis, and assessment of child psychopathology.
4. Conceptual issues associated with the study of childhood disorders.
5. Current research findings for various types of child psychopathology.
6. Research and design issues in the study of child psychopathology.
7. Implications of knowledge about child psychopathology for prevention and intervention.

**Required Text and Readings:**

- (1) Mash, E. J., & Barkley, R. A. (Eds.). (2003). *Child psychopathology (2<sup>nd</sup> ed.)*. New York: Guilford Press.
- (2) Specific weekly readings as assigned.

**Recommended:**

- (1) American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders DSM-IV-TR (Text Revision)*. Washington, DC: Author.

**Course Blackboard:**

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

1. myUofC [<https://my.ucalgary.ca>] with your eID.

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

- a) In your web browser, go to [my.ucalgary.ca](https://my.ucalgary.ca)
- b) If you haven't created your eID, follow the creation link under the sign on boxes.
- c) Once signed on to my U of C, click the Blackboard link on the left side.

2. [blackboard.ucalgary.ca](http://blackboard.ucalgary.ca) [<http://blackboard.ucalgary.ca>] with your UCIT Account.

1. In your web browser, go to [blackboard.ucalgary.ca](http://blackboard.ucalgary.ca)
2. Log in with your IT user name and password.

**Evaluation:**

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

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Class Presentation	20%	TBA
Paper	20%	April 11
Class Preparation, Participation, And Written Comments	25%	Weekly
Final Examination	35%	April 19

**Please Note:** In order to manage the course, due dates for class assignments (distribution of readings, handouts, class presentations, papers, exams) are viewed strictly.

**Grading:**

Percentages below indicate the approximate standard required for each letter grade; some or all cutoffs may be lowered but will not be raised.

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%

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.)

**Class Schedule, Topics, and Assigned Text Chapters:\***

<b>Date</b>	<b>Topic</b>	<b>Text Chapters**</b>
January 10	Introduction/Organizational Meeting	1
17	Models of Childhood Disorders-Classification	1
24	Attention Deficit Hyperactivity Disorder	2
31	Conduct and Oppositional Defiant Disorders	3
	Adolescence Substance Use Disorders	4

<b>February</b>	<b>7</b>	<b>Anxiety Disorders in Children and Adolescents Post-traumatic Stress Disorder</b>	<b>6 7</b>
	<b>14</b>	<b>Mood Disorders in Children and Adolescents</b>	<b>5</b>
	<b>21</b>	<b>Reading Week – No Class</b>	<b>--</b>
	<b>28</b>	<b>Social Withdrawal and Peer Problems</b>	<b>8</b>
<b>March</b>	<b>6</b>	<b>Autistic Disorder Childhood Onset Schizophrenia</b>	<b>9 10</b>
	<b>13</b>	<b>No Class</b>	
	<b>20</b>	<b>Disorder and Risk for Disorder Child Maltreatment</b>	<b>13 14</b>
	<b>27</b>	<b>Mental Retardation (Intellectual Disabilities)</b>	<b>11</b>
<b>April</b>	<b>3</b>	<b>Learning Disabilities</b>	<b>12</b>
	<b>10</b>	<b>Eating Disorders</b>	<b>15</b>
<b>April</b>	<b>16</b>	<b>Final Examination</b>	<b>--</b>
	<b>-</b>		
	<b>25</b>		

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

**\*\*Also see weekly assigned readings that are listed in this outline.**

#### **Course Format and Requirements:**

This course will be taught in a seminar format. Therefore, a heavy emphasis will be placed on class discussion of selected readings and related issues. Readings will be assigned each week and will serve as the basis for class discussions of each topic. Class time will be used to discuss the assigned topics and readings in a seminar and discussion format, and for student presentations. All students are expected to read the assigned material prior to each class, to be prepared to outline an assigned reading for class, to prepare questions to facilitate class discussion, and to participate fully in all class discussions. As described below, you will also prepare and submit a thought paper that includes written questions and issues about the assigned reading(s) for each week.

There will be one examination in this course, a 3-hour final examination in April. The Final Examination will consist of short answer, short essay, and essay questions designed to assess your mastery of basic information as well as your ability to integrate and communicate your understanding of the material we have covered in both the assigned readings and class seminars.

You will also be required to give a 90-minute in-class oral presentation on a controversial issue related to one of our weekly topics.

Finally, you will write a paper (20 page maximum + references) focusing on a specific issue or controversy in child psychopathology that is of special interest to you, and that is different from the topic of your class presentation.

Further details for each of these assignments are provided below.

### **Description of Assignments:**

#### **1. Class Preparation, Participation, Thought Papers**

To facilitate class discussions, you are expected to keep up with the assigned readings on a weekly basis (text, assigned journal articles/chapters). We will begin each class with a discussion of the assigned readings, and each class member will be expected to comment on and raise important issues, questions, and ideas related to these readings.

Each of you is required to submit a thought paper each week that will help you prepare for class discussions through thoughtful engagement with the readings. In your thought paper you should raise interesting issues and questions that you can then discuss and attempt to resolve in our class discussions. Your thought papers are not intended to be summaries of the readings. Your emphasis should be on drawing from what you have read to identify important ideas, dilemmas, controversies, and tension among ideas. There are several different ways to achieve this goal. One approach to writing a thought paper that you may find helpful is to identify and challenge your assumptions about the topic—or an element of it—and explore alternative ways of thinking and acting. You might also consider and integrate ideas raised in current readings with those raised in prior readings, in this course or another. You should consider both pro and con arguments for a position. For instance, your thought paper might describe: 1) a commonality that you discovered among the readings, 2) a research idea, 3) a new concept, 4) a proposal that you disagree with, or 5) an expansion of your knowledge of child psychopathology. A thought paper may capture an original thought that might shape your approach to child psychopathology.

You are responsible for bringing 2 copies of your thought paper to class, one for the instructor and one for your own reference during the class discussion. Your thought paper should not exceed two single-spaced pages in length. The issue(s) that you focus on may be based on a selection of the readings, but you should attempt to give some thought, attention, and coverage to all of the assigned readings for

that week. Your thought paper is to be submitted at the start of each class, beginning on January 11. **You are not required to submit a thought paper on the day that you are giving a class presentation.**

During three class periods (January 10, January 17, January 31), assigned readings will be divided so that one or two students are primarily responsible for each reading and leading a discussion of this article. In these three classes, that student(s) is expected to provide an outline of their assigned reading in class and to prepare thought questions to facilitate class discussion. Although one or two people will take the lead on specific articles in these classes, all students are expected to read the assigned material prior to each class session and to participate in the class discussion. **In these classes only, your thought paper may focus exclusively on the reading(s) for which you have responsibility.**

The 25% of your grade that is associated with readings, seminar participation and involvement, and thought papers will be assigned based on my appraisal of several factors. Among these are:

- Your mastery of the required readings.
- The quality and thoughtfulness of issues and questions that you raise in your weekly thought papers. Thought papers will be graded as √+ (excellent), √ (satisfactory), or √- (needs improvement).
- Your seminar participation, involvement, and contributions as reflected in such things as comments and questions indicating that you have carefully read and thought about the assigned readings for a particular week.
- Your active participation and involvement in class presentations and discussions, and the thoughtfulness and quality of your comments.

A letter grade for readings, class participation, and thought papers will be assigned after the mid-term (March 1) and at the end of the course; however, you can and are encouraged to seek individual, informal feedback at any time during the course.

## **2. Class Presentation**

You are to make one 90-minute class presentation in which you select a contemporary controversial issue related to the designated weekly topic. In your presentation, you should address both sides of the issue, and outline the specific research evidence for and against. In conjunction with your presentation, you should identify what you think is an especially important/interesting 2005-2011 original empirical **research** article (not a review paper) that is particularly relevant to the controversial issue you have selected. **A copy of this research article should be provided to the instructor and to each class member at least one-week before your presentation.** As *one part* of your presentation you should critically evaluate the research study you have selected and its implications for our understanding of child psychopathology. In doing this you should consider the theoretical rationale for the study, research methods, and findings. You should also raise issues and questions about the article for class discussion. Remember, everyone will have read the article you assigned prior to class, so you should not spend much time summarizing or simply repeating information that is in the article. Rather, the goal of this part of your presentation is to provide your own critical analysis and a *discussion* of important conceptual and methodological issues that are raised by the article.

During the first week of the course, you will select one of the general class presentation topics. The controversial issue you select will be in relation to one of these broader topics.

1. **February 7 – Post-traumatic Stress Disorder**
2. **February 14 – Mood Disorders in Children and Adolescents**
3. **February 28– Peer Relationship Problems**
4. **March 20 – Disorder and Risk for Disorder**
5. **March 27 – Mental Retardation**
6. **April 3 – Learning Disabilities**
7. **April 10 – Eating Disorders**

To facilitate your presentation **you should prepare a concise handout** (2 page single-spaced maximum + reference list) that will be given to class members and myself on the day of your presentation. This handout should provide a detailed overview of your presentation as well as relevant references in support of your points.

Some of the issues that you may wish to consider in your critical analysis of the journal article are listed below. These points are intended to get you to think about a range of possible issues related to the research article. They are not intended to serve as the organization for your presentation/discussion of the research article or an outline of points that you necessarily need to cover in your presentation.

#### ***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. State the study' hypothesis or hypotheses. If there are no 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 measures were used to assess the constructs of interest? Who were the informants?
3. What is the setting of the study?
4. Identify the type of design used (e.g., experimental, correlational, naturalistic, etc.) and summarize the design.
5. 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 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?

Grades for your class presentation will be based on my appraisal of the *significance* of the controversial issue you have selected, your review of evidence on **both sides** of the issue, the research findings you present to support each of your points, and the importance and thoughtfulness of the points you raise for discussion. Also taken into consideration will be the significance, quality, and relevance of the journal article you have selected, and your understanding and mastery of this article.

In assigning the grade for your presentation a number of factors will be taken into account: (a) how well you synthesize and communicate the major points and issues related to the controversial issue you have selected; (b) the clarity and organization of your presentation; (c) the accuracy of what you present; (d) the level of interest and issues that you raise for class discussion; (e) the quality of this discussion and your success in engaging others; (e) the appropriateness and quality of the research article you have assigned; (f) your critical analysis of the article; and (d) the clarity and organization of your class handout and your choice of key references, as well as their quality and appropriateness.



Some of the journals that publish original research reports in the area of child psychopathology that you may wish to consult in selecting your research article include:

**Key Journals:**

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

**Other Journals:**

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

**Journal of Autism and Developmental Disorders**

*Journal of the American Association on Mental Deficiency*  
*Journal of Consulting and Clinical Psychology*  
*Journal of School Psychology*  
*Journal of Pediatric Psychology*  
*Family Process*  
*Journal of Marriage and the Family*  
*Family Violence*

**Journal of Interpersonal Violence**

**3. Term Paper and Sample Paper Topics**

Each of you will write a comprehensive, scholarly paper focusing on a specific issue or controversy in child psychopathology. This issue *must* be different from the topic of your class presentation. The maximum length for this paper is 20 double-spaced pages of text, plus additional pages for references, tables, or figures. A list of sample topics is provided below. You may choose one of the topics listed below, a variation on one of these topics, or a totally different topic that may be of special interest to you.

This paper is not intended to be an exhaustive literature review, but rather a focused essay providing *informed* opinions. **You are required to submit for approval a one-page description of your choice of paper topic (that includes two or three preliminary references of original research articles) to the**

**instructor in class on February 1.** Your papers are due on or before April 12. References for this paper must conform *exactly* 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.

**Note:** A failure to follow APA style *precisely* will result in reduction of one half-letter grade for the paper (e.g., A- to B+).

**Sample Topics for Term Paper:**

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 of childhood are more frequent among boys than girls?
4. Why is it that most psychological disorders are 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 mental retardation) be included in psychiatric classification systems?
9. Discuss common errors made in interpreting retrospective studies of child abuse. Provide research or media examples of these errors.
10. Recent findings have suggested structural and functional differences in the brains of children with ADHD and children without ADHD. How might such differences be interpreted?
11. 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?

12. What are some of the key issues in understanding the role of cultural influences on child psychopathology?
13. Discuss the evidence in support of the continuity of internalizing disorders from childhood into adulthood.
14. In what ways might parental psychopathology influence the assessment and diagnosis of childhood disorders?
15. Is current work on molecular genetics likely to have immediate applicability for the prevention or treatment of child psychopathology.
16. Is there any evidence to support a "gender paradox of comorbidity" (i.e., the idea that although rates of psychopathology are lower in girls than boys, rates of comorbidity are higher in girls)?
17. What are some of the research strategies that might be used to understand the "reciprocal influences" between parental psychopathology and child psychopathology?
18. 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?
19. What role do cultural factors play in the prevalence and expression of anxiety disorders in children?
20. How might developmental factors influence children's reactions to trauma and their subsequent development of symptoms of PTSD?
21. Parent and teacher perceptions play a large role in the assessment of child behavior problems. What are some of the issues and limitations of using adult perceptions to assess depression in children and adolescents?
22. Are shy children destined to be shy adults?
23. Is autistic disorder best conceptualized in categorical or dimensional terms?
24. At how young an age is it possible to identify mental disorders in children?
25. Do all types of child maltreatment include some form of emotional abuse?

#### **4. Examinations:**

The Final Examination may consist of short answer, short essay, and essay questions designed to assess your mastery of basic information as well as your ability to integrate, critically evaluate, and communicate an understanding of the material covered in both the assigned readings and class seminars.

(1) Final Examination: Will emphasize Chapters 1-15 of the text, weekly assigned readings, and class seminar discussions and presentations. In addition, the final examination will be cumulative in that it may also include integrative questions that require knowledge and understanding of basic information and issues related to readings and class discussions that have taken place throughout the entire course.

### **Recommended Books**

Listed below are a number of recommended books that are (or will be) available in the library. These books are general references that you may find useful in preparing your paper or class presentation, or in expanding your knowledge base on the various topics that we will be covering throughout the course.

Bell, D. J., Foster, S. L., & Mash, E. J. (Eds.). (2005). *Handbook of behavioral and emotional problems in girls*. New York: Kluwer/Plenum Publishing.

Cicchetti, D. (and others) (Eds.). (1989-1999). *Rochester symposium on developmental psychopathology* (Vols. 1-9). New York: University of Rochester Press.

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

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

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

Wolfe, D. A., & Mash, E. J. (Eds.). (2006). *Behavioral and emotional problems in adolescents: Nature, assessment and treatment*. New York: Guilford.

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

Zero to Three/National Center for Clinical Infant Programs (1994). *Diagnostic classification of mental health and developmental disorders of infancy and early childhood* (Diagnostic Classification: 0-3). Washington, DC: Author.

## **General Framework for Coverage of Each Disorder:**

The following general framework may be of help you in organizing information for each of the disorders to be covered.

### I. Definition and Classification

#### A. Clinical Description

1. Behavioral symptoms (e.g., aggression, social avoidance)
2. Emotional symptoms (e.g., disturbances in affect)
3. Peer relationships
4. Cognitive functioning
5. Related physical conditions

#### B. Demographic/Epidemiological Information

1. Prevalence and co-morbidity
2. Gender, ethnic, and cultural differences

#### C. DSM-IV Criteria

### II. Theory and Etiology

#### A. Theoretical Explanations (e.g., learning, analytic, family systems)

#### B. Neurobiological/Genetic Influences (e.g., CNS damage, prenatal injury)

#### C. Family Factors (e.g., interaction patterns, childrearing style, parent characteristics)

#### D. Child Factors (e.g., temperament, age, sex)

#### E. Socio-cultural Factors (poverty, teen parents)

### III. Course of the Disorder

#### A. Onset and duration, developmental course, adult outcomes

#### B. Risk and Protective Factors

#### C. Common Developmental Pathways

#### D. Implications for Prevention and Intervention

### IV. Other Special Considerations and Issues

## **Required Readings:**

**Note: Readings are available on-line through the University library.**

### **January 10 – Introduction/Organizational Meeting\***

Mash and Barkley (MB) - Chapter 1

Shea, S. E., Gordon, K., Hawkins, A., Kawchuk, J., & Smith, D. (2000). Pathology in the hundred acre wood: A neurodevelopmental perspective on A. A. Milne. *Canadian Medical Association Journal*, *163*, 1557-1559.

Rutter, M., & Sroufe, L. A. (2000). *Developmental psychopathology: Concepts and challenges.*

*Developmental and Psychopathology, 12, 265-296.*

Kagan, J., Snidman, N., McManis, M., Woodward, S., & Hardway, C. (2002). One measure, one meaning: Multiple measures, clearer meaning. *Development and Psychopathology, 14, 463-475.*

O'Conner, T. G. (2003). Early experiences and psychological development: Conceptual questions, empirical illustrations, and implications for intervention. *Development and Psychopathology, 15, 671-690.*

### **January 17 - Models of Childhood Disorders/Classification\***

Pickles, A., & Angold, A. (2003). Natural categories or fundamental dimensions: On carving nature at the joints and the rearticulation of psychopathology. *Development and Psychopathology, 15, 529-551.*

Hinshaw, S. P., & Cicchetti, D. (2000). Stigma and mental disorder: Conceptions of illness, public attitudes, personal disclosure, and social policy. *Development and Psychopathology, 12, 555-598.*

Crick, N. R., & Zahn-Waxler, C. (2003). The development of psychopathology in females and males: Current progress and future challenges. *Development and Psychopathology, 15, 719-742.*

Taylor, E., & Rogers, J. W. (2005). Practitioner review: Early adversity and developmental disorders. *Journal of Child Psychology and Psychiatry, 46, 451-467.*

Garcia-Coll, C., Akerman, A., & Cicchetti, D. (2000). Cultural influence on developmental processes and outcomes: Implications for the study of development and psychopathology. *Development and Psychopathology, 12, 333-356.*

State, M. W., Lombroso, P. J., Pauls, D. L., & Leckman, J. F. (2000). The genetics of childhood psychiatric disorders: A decade of progress. *Journal of the American Academy of Child and Adolescent Psychiatry, 39, 946-962.*

#### *Recommended:*

Peterson, B. S. (2003). Conceptual, methodological, and statistical challenges in brain imaging studies of developmentally based psychopathologies. *Development and Psychopathology, 15, 811-832.*

Swanson, D. P., Spencer, M. B., Harpalani, V., Dupree, D., Noll, E., Ginzburg, S., & Seaton, G.

(2003). Psychosocial development in racially and ethnically diverse youth: Conceptual and methodological challenges in the 21st century. *Development and Psychopathology*, 15, 743–771.

### **January 24 – Attention-Deficit/Hyperactivity Disorder (ADHD)**

MB - Chapter 2

Taylor, E. (1999). Developmental neuropsychopathology of attention deficit and impulsiveness. *Development and Psychopathology*, 11, 607-628.

Coghill, D., Nigg, J., Rothenberger, A., Sonuga-Barke, E., & Tannock, R. (2005). Whither causal models in the neuroscience of ADHD? *Developmental Science*, 8, 105-114.

Sonuga-Barke, E. J. S., Auerbach, J., Campbell, S. B., Daley, D., & Thompson, M. (2005). Varieties of preschool hyperactivity: Multiple pathways from risk to disorder. *Developmental Science*, 8, 141-150.

### **January 31 - Conduct and Oppositional Defiant Disorders\* Adolescent Substance Use Disorders**

MB - Chapters 3 and 4

Dodge, K. A., & Pettit, G. S. (2003). A biopsychosocial model of the development of chronic conduct problems in adolescence. *Developmental Psychology*, 39, 349–371.

Frick, P. J., Cornell, A. H., Bodin, S. D., Dane, H. E., Barry, C. T., & Loney, B. R. (2003). Callous–unemotional traits and developmental pathways to severe conduct problems. *Developmental Psychology*, 39, 246–260.

*Recommended:*

Raine, A. (2002). Biosocial studies of antisocial and violent behavior in children and adults: A review. *Journal of Abnormal Child Psychology*, 30, 311-326.

### **February 7 - Anxiety Disorders in Children and Adolescents Post-traumatic Stress Disorder**

MB - Chapters 6 and 7

Wood, J. J., McLeod, B. D., Sigman, M., Hwang, W-C., & Chu, B. C. (2003). Parenting and childhood anxiety: Theory, empirical findings, and future directions. *Journal of Child Psychology and Psychiatry*, 44, 134-151.

1. Presentation article PTSD: \_\_\_\_\_

### **February 14 – Mood Disorders in Children and Adolescents**

MB - Chapter 5

Weiss, B., & Garber, J. (2003). Developmental differences in the phenomenology of depression. *Development and Psychopathology, 15*, 403–430

Zahn-Waxler, C., Klimes-Dougan, B., & Slattery, M. J. (2000). Internalizing problems of childhood and adolescence: Prospects and pitfalls. *Development and Psychopathology, 12*, 443-466.

2. Presentation article Mood Disorders: \_\_\_\_\_

### **February 21 – Reading Week – No Class**

### **February 28 – Social Withdrawal and Peer Problems**

MB - Chapter 8

Deater-Deckard, K. (2001). Annotation: Recent research examining the role of peer relationships in the development of psychopathology. *Journal of Child Psychology and Psychiatry, 42*, 565-579.

3. Presentation article Peer Relationships: \_\_\_\_\_

### **March 6 - Autistic Disorder**

MB - Chapter 9

Gillberg, C. (1999). Neurodevelopmental processes and psychological functioning in autism. *Development and Psychopathology, 11*, 567-587.

Dawson, G., Webb, S., Schellenberg, G. D., Dager, S., Friedman, S., Aylward, E., & Richards, T. (2002). Defining the broader phenotype of autism: Genetic, brain, and behavioral perspectives. *Development and Psychopathology, 14*, 581–611.

### **March 13 – No Class**

### **March 20 - Disorder and Risk for Disorder and Child Maltreatment**

MB - Chapters 13 and 14



Thompson, R. A., & Raikes, H. A. (2003). Toward the next quarter-century: Conceptual and methodological challenges for attachment theory. *Development and Psychopathology*, **15**, 691–718.

4. Presentation article Disorder and Risk for Disorder: \_\_\_\_\_

### **March 27 - Mental Retardation (Intellectual Disabilities)**

MB – Chapter 11

Dekker, M. C., & Koot, H. M. (2003). DSM-IV Disorders in children with borderline to moderate intellectual disability. I: Prevalence and impact. *Journal of the American Academy of Child and Adolescent Psychiatry*, **42**, 915-922.

Dekker, M. C., & Koot, H. M. (2003). DSM-IV Disorders in children with borderline to moderate intellectual disability. II: Child and family predictors. *Journal of the American Academy of Child and Adolescent Psychiatry*, **42**, 923-931.

Dekker, M. C., & Koot, H. M. (2003). Emotional and behavioral problems in children and adolescents with and without intellectual disability. *Journal of Child Psychology and Psychiatry*, **43**, 1087-1098,

5. Presentation article Mental Retardation: \_\_\_\_\_

### **April 3 – Learning Disabilities**

MB – Chapter 12

6. Presentation article Learning Disabilities: \_\_\_\_\_

Tallal, P., & Benasich, A. A. (2002). Developmental language and learning impairments. *Development and Psychopathology*, **14**, 559–579.

Tallal, P. (2003). Language learning disabilities: Integrating research approaches. *Current Directions in Psychological Science*, **12**, 206-211.

### **April 10 - Eating Disorders and Health Related Disorders**

Chapters 15

Peel, P. K., & Klump, K. L. (2003). Are eating disorders culture-bound syndromes? Implications

for conceptualizing their etiology. *Psychological Bulletin*, 129, 747–769.

Polivy, J., & Herman, C. P. (2002). Causes of eating disorders. *Annual Review of Psychology*, 53, 187-213.

7. Presentation article Eating Disorders: \_\_\_\_\_

## **April – Final Examination**

**PLEASE NOTE:** Additions, deletions, adjustments, or changes in required weekly readings or assignments may be made throughout the term as required.

### *Research Article/Presentation Topics*

#### *Sign-Up Sheet*

**1. February 7 – PTSD**

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**2. February 14 –Mood Disorders**

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**3. February 28 – Peer Relationship Problems**

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**4. March 20 – Disorder and Risk for Disorder**

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**5. March 27 – Mental Retardation**

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**6. April 3 – Learning Disabilities**

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**7. April 10 – Eating Disorders**

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### **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.

### **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 Ombudsman's Office**

The Office of the Student Ombuds 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](mailto:ombuds@ucalgary.ca) (<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

### **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 and **still receive a tuition fee refund** is **Jan 20, 2012**. Last day for registration/change of registration is **Jan 23, 2012**. The last day to withdraw from this course is **Apr 13, 2012**.