Psychology 366 (A01)
Psychological Disorders of Childhood and Adolescence
Term 201701, CRN 22685

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Teaching Assistant</th>
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<tbody>
<tr>
<td>Name</td>
<td>Dr. Catherine Costigan</td>
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<tr>
<td>Office</td>
<td>Cornett A170</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:costigan@uvic.ca">costigan@uvic.ca</a></td>
</tr>
<tr>
<td>Phone</td>
<td>721-7529</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Monday 2:30-3:30 or by appointment</td>
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<td></td>
<td>Scheduled following exams and by appointment</td>
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Class Time & Place: Monday & Thursday 1:00-2:20, David Strong Building C103


Course Website: A course website at http://coursespaces.uvic.ca will be used for posting the course outline, slides used during lectures, assignments, and grades, etc.

Course Description: This course is designed to introduce you to current research and theory in clinical child psychology and developmental psychopathology. Across a range of disorders, we will discuss multiple theoretical perspectives on the description, etiology, treatment, and prevention of psychological problems in childhood and adolescence. The topics we will cover include neurodevelopmental disorders, behavioral disorders, depressive and anxiety disorders, eating disorders, and child maltreatment. Emphasis is placed on the importance of considering children’s behavioral and emotional adjustment within the child’s larger environment and sociocultural circumstances. We will take a developmental perspective to understand the factors that place children at increased risk for disorder, the impact of risk factors, and the factors that protect children in stressful circumstances.

Learning Objectives. By the end of this course, you should be able to
- Identify the symptoms of major categories of psychopathology in childhood and adolescence and their typical developmental course
- Describe prominent biological, psychological, and sociocultural risk factors for mental health difficulties in childhood and adolescence and how they interact with one another
- Discuss the role of factors such as gender, culture, and typical development in framing issues in developmental psychopathology
- Understand the strengths and weakness of current systems of classifying mental health challenges
- Think critically about what the science has to say about core issues in child mental health
- Evaluate information about children’s mental health for accuracy and/or bias and advocate for empathic and non-stigmatizing representations of children’s mental health

Prerequisites. The prerequisites for this course are PSYC 100A and PSYC 100B, or PSYC 260; or PSYC 201. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Given the demand for this course, students who do not attend class in the first week (and do not provide prompt notification to the instructor if valid circumstances prevent attendance) will likely be dropped from class registration.
About the Instructor. I have a PhD in Clinical Psychology and I am a registered psychologist in British Columbia. I have a regular academic appointment at UVic, which means that I split my time between teaching, research, and service. I also maintain a small clinical practice treating children and families via our department’s Psychology Clinic. I have a passion for studying the role of family relationships in shaping and responding to children’s social-emotional adjustment. In doing so, I also examine various ways in which the broader context supports families or creates additional stressors. I particularly enjoy creating and evaluating interventions that are designed to promote strong family ties among families who are facing challenges.

Course Requirements and Evaluation

This course requires attendance, preparation for, and active participation in class. Final grades will be calculated based on the following specific elements:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Date</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class group assignments</td>
<td>Ongoing, in class</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>January 26</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>March 6</td>
<td>20%</td>
</tr>
<tr>
<td>Research Review Paper</td>
<td>March 23 4:30 pm at the latest</td>
<td>15%</td>
</tr>
<tr>
<td>Media Portrayals</td>
<td>April 3 4:30 pm at the latest</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>TBA (in the exam period)</td>
<td>25%</td>
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In-class group assignments
You and your classmates will get more out of the class if you have completed the readings prior to lectures and come to class prepared to actively participate in discussions. In order to help facilitate active engagement with the course material in such a large class, we will regularly break into small “think tank” groups. These small groups will be an opportunity to share relevant insights, knowledge, or experiences with each other during class. To structure these discussions, I will present the class with thought questions, case studies, or other activities designed to help you integrate and apply the concepts and theories discussed in class and in the textbook. Each group will submit one collective written record of their discussion, which will be marked as complete or incomplete. Students who are not present for the in-class activities will receive 0 points for the missed assignment. The in-class assignments are worth 5% of your final grade.

Research Review Paper
This assignment will give you the opportunity to read and analyze original empirical research. Specifically, the research review paper will consist of a summary and critique of a research article. The paper should be no more than 5 pages long, double spaced. Further details will be provided in class. Papers can be submitted at any time in the term, and must be submitted by 4:30 pm on March 23rd. You may bring papers to class that day, email them to me at costigan@uvic.ca, or submit in the Psychology department’s “drop boxes” outside Cornett A240 at any time in the semester. This assignment is worth 15% of your total grade; 10% per day will be deducted for late papers.

Media Portrayals
This assignment will give you the opportunity to evaluate how children’s mental health issues are portrayed in the popular media. In this assignment, you will locate a media portrayal (e.g., a news story) of a mental health issue, and reflect on how well the information matches the research evidence (e.g., regarding causes, treatment, prognosis) and how the media portrayal may enhance or decrease mental health stigma. You will prepare a one-page summary of these reflections. Further details will be provided in class. Papers can be submitted at any time in the term, and must be submitted by 4:30 pm.
on April 3rd. You may bring papers to class that day, email them to be at costigan@uvic.ca, or submit in the Psychology department’s “drop boxes” outside Cornett A240 at any time in the semester. This assignment is worth 10% of your total grade; 10% per day will be deducted for late papers.

**Exams**

**Three non-cumulative exams** will be given, worth 65% of your overall mark. The exams will cover both the readings and the lectures. Exams will include multiple choice and short answer questions. The third exam will be given during the final exam period. Please note that the date and time of the final is set by UVic administration and is not under my control. Therefore, do not make travel plans until after the final exam schedule has been announced by the university. No accommodations will be made for those wanting to leave Victoria prior to the end of the final exam period.

**Missed Exams and Assignments.** It is your responsibility to attend class and exams as scheduled. Students who miss an in-class exam or assignment will receive a mark of zero unless they have a case of documented illness or a family emergency. If you miss an exam due to illness, accident, or family affliction, you should notify me by telephone or e-mail as soon as possible, and submit documentation to me **within 7 days of the missed exam.** If you miss the **final exam** due to illness, accident or family affliction, contact me as soon as possible, **and apply at Records Services for a “Request for Academic Concession.”** If you are too ill to take an exam, go to a doctor and obtain a medical certificate. Do not take the exam, and then afterwards seek to have the grade dropped because you were ill at the time. In cases of documented absence, make-up exams for Exams 1 and 2 will be offered, but only within one week of the originally scheduled exam. If you are unable to take the exam in that time frame, the other two exams will be weighted more heavily in calculating your final mark for this course. If concession is not granted for an exam, the final grade for this course will be calculated with the missed score reflecting a “0”.

As per university policy, your final grade in the course will be based on your total percent score. Grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number:

- A+ (Exceptional performance) 90-100%
- A (Outstanding performance) 85 - 89%
- A- (Excellent performance) 80 - 84 %
- B+ (Very good performance) 77 – 79%
- B (Good performance) 73 – 76%
- B- (Solid performance) 70 – 72%
- C+ (Satisfactory) 65– 69%
- C (Minimally satisfactory) 60 – 64%
- D (Marginal performance) 50 – 59%
- F (Failing grade) 0 -49%

*If you do not complete each exam and paper you will receive an “N” for the course.

**General Note**

The University of Victoria is committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all its members. I strongly endorse these principles. Please feel free to talk with me anytime during the semester. I welcome the opportunity to assist you in your academic endeavors. If there is a problem that is negatively affecting your performance, contact me immediately so that we can develop an appropriate plan to help you succeed in this class.
Research Participation
To learn more about psychology research, you may earn 2% extra credit points toward your final grade by participating in research studies conducted in the Department of Psychology. Each 15 minutes of participation will earn 0.5 extra credit point and up to 4 points may be credited toward this course, with 2 points required for a 1% increase in the final grade. Thus, two hours of participation would earn the full 2% extra credit. For details, go to the Department of Psychology research participant pool website: http://web.uvic.ca/psyc/research/participant_pool.php. Students in this course are encouraged to participate in studies pertaining to clinical psychology. Please be sure to assign your credits to this course no later than the last day of class, otherwise you will not receive the credit for this course. If you do not wish to participate in research studies for some reason, but still wish to have the opportunity to earn an equivalent amount of extra credit, I will provide an alternative written assignment.

Course Experience Survey
I value your feedback on this course. Near the end of term, you will have an opportunity to complete an anonymous Course Experiences Survey (CES) regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses. The survey will also be used by the Department of Psychology to evaluate my performance as an instructor. I will not receive the results until after I have submitted marks for this course. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you (which I do not recommend). The more students complete the survey, the more meaningful and informative the results. Please ensure that your current email address is listed on MyPage (http://uvic.ca/mypage). In the final two weeks of the term, an email will be sent inviting you to complete the CES online. But please wait and complete the CES in class. Towards the end of the term, I will set aside approximately 15 minutes at the beginning of class for students to complete the CES. We will do the CES in class because doing so increases the percentage of students who complete the survey compared to when students are asked to complete it on their own time. I will remind you of the date about a week in advance. You will need your UVic Netlink ID to access the survey via a laptop, tablet, or mobile device; if you do not own such a device then please try to borrow one for that class session. If you do not complete the CES during that class, you can complete it at a time of your choosing during the last two weeks of classes.

Important Notes
1. When you email me, please include “PSYC 366” in the subject line. I receive a very large volume of emails and want to be able to find yours easily!
2. It is your responsibility to check your registration status by the drop deadline (http://web.uvic.ca/calendar2016-09/general/dates.html) to ensure that you are registered in the course.
3. You should familiarize yourself with the Department of Psychology Important Course Policy Information (attached).
4. The University’s Policy on Academic Integrity was revised May 1, 2014 (http://web.uvic.ca/calendar2014/FACS/Unln/UARe/PoAct.html). Please consult the Libraries’ plagiarism guide (http://library.uvic.ca/instruction/cite/plagiarism.html) and/or the Learning and Teaching Centre’s academic integrity information for students (http://www.ltc.uvic.ca/initiatives/integrity/student.php) to better understand what constitutes a violation of academic integrity.
5. Counselling Centre: If you feel that you need help with personal, career, or learning issues, the Counselling Centre provides free and confidential counselling to UVic students: http://www.uvic.ca/services/counselling/.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
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<tbody>
<tr>
<td>Jan 5</td>
<td>Introduction and Overview</td>
<td></td>
</tr>
<tr>
<td>Jan 9</td>
<td>Developmental Psychopathology</td>
<td>5 &amp; 6</td>
</tr>
<tr>
<td>Jan 12 &amp; 16</td>
<td>Theoretical Models of Psychopathology</td>
<td>2</td>
</tr>
<tr>
<td>Jan 19 &amp; 23</td>
<td>Classification and Diagnosis</td>
<td>1</td>
</tr>
<tr>
<td>Jan 26</td>
<td><strong>Exam #1 (20%)</strong></td>
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<tr>
<td>Jan 30 &amp; Feb 2</td>
<td>Autism Spectrum Disorder</td>
<td>12</td>
</tr>
<tr>
<td>Feb 6 &amp; 9</td>
<td>Attention-Deficit/Hyperactivity Disorder (ADHD)</td>
<td>9</td>
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<tr>
<td>Feb 13 &amp; 16</td>
<td><em>No Class: Family Day and Spring Break</em></td>
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<tr>
<td>Feb. 20 &amp; 23</td>
<td>Conduct Problems</td>
<td>10</td>
</tr>
<tr>
<td>Feb 27 &amp; March 2</td>
<td>Child Maltreatment</td>
<td>Chapter 5</td>
</tr>
<tr>
<td></td>
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<td>p126-136</td>
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<tr>
<td>March 6</td>
<td><strong>Exam #2 (20%)</strong></td>
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<tr>
<td>March 9 &amp; 13</td>
<td>Anxiety Disorders</td>
<td>8</td>
</tr>
<tr>
<td>March 16 &amp; 20</td>
<td>Depressive Disorders, Non-Suicidal Self-Injury, &amp; Suicide</td>
<td>7</td>
</tr>
<tr>
<td>March 23 &amp; 27</td>
<td>Eating Disorders &amp; Chronic Illness</td>
<td>14</td>
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<tr>
<td>March 30 &amp; April 3</td>
<td>Prevention &amp; Intervention</td>
<td>Chapter 4</td>
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<td>p96 - 119</td>
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**Final Exam (25%)** administered during the final exam period
**Prerequisites**

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

**Program Requirements**

For more information see pages 383-386 of the UVic Calendar 2016-17.

**Registration Status**

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

**Commitment to Inclusivity and Diversity**

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

**In the Event of Illness, Accident or Family Affliction** *(See UVic Calendar, 2016-17, p. 59-60)*

- **What to do if you miss an exam other than one scheduled during the formal examination period**

  Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- **What to do if you miss an exam scheduled during the formal exam period**

  Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record. OR, you can download the Request for Academic Concession form here: [http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf](http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf)

- **What to do if you require additional time to complete course requirements**

  Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record. OR, you can download the Request for Academic Concession form here: [http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf](http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf)
Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity (http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html, p. 55-58, UVic Calendar 2016-17). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

3. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

4. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

5. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 55-58 in 2016-17).

The definitive source for information on Academic Integrity is the University Calendar (p. 55-58 in 2016-17) (http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html)

Other useful resources on Plagiarism and Cheating include:

2. The Ombudsperson’s office: http://www.uvss.uvic.ca/ombudsperson/pubsquides/plagiarism.pdf
3. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism/