REQUIRED MATERIALS:


2. MindTap code – enables you to access online textbook content and activities.

You must purchase a MindTap code for this course. The UVic Bookstore offers two options: a standalone MindTap code, which comes with an e-text version of the textbook; or, a physical copy of the textbook that comes bundled with a MindTap code. It is more cost efficient to purchase the code and e-text version. If you buy a used copy of the textbook (7th ed.), you will still need to buy a standalone MindTap code.

The link to our course MindTap site is: [https://login.nelsonbrain.com/course/MTPQJWPQP6FD](https://login.nelsonbrain.com/course/MTPQJWPQP6FD). Follow the prompts to register using your individual MindTap code.

COURSE DESCRIPTION, GOALS, PREREQUISITES, and FORMAT:

This course is a broad introduction to concepts, theories, research, and practice in the area of child and adolescent psychopathology. Students will become familiar with many of the disorders listed in the *Diagnostic and Statistical Manual of Mental Disorders, 5th Edition* (DSM-5; American Psychiatric Association [APA], 2013). Although not an exhaustive coverage, this course will give students the opportunity to learn more about mental health and wellness as it is understood by researchers and practitioners working with children, youth, and families. It will also help students develop a better understanding of the sources and manifestations of psychological disorders which, in turn, helps to reduce biases and stigma surrounding mental distress. Importantly, this course is not designed to teach students how to implement or
conduct psychological assessments or treatments. However, it is hoped that students will come away with knowledge that helps them better treat themselves and others with more empathy and compassion.

To achieve these goals, we will be engaging with course content through the course textbook, MindTap, videos, and case studies. There will also be many opportunities for collaborative learning by way of interactive lectures and group discussion forums.

**GOALS:**

- Become familiar with guiding theories in child and adolescent development
- Learn to recognize the difference between “normal” and “disordered” behaviour
- Identify and distinguish diagnostic features of many disorders in the *DSM-5* (APA, 2013)
- Learn about some of the biological, psychological, and social factors that contribute to the expression and course of psychological disorders in children and adolescents, as well as the protective factors that promote resiliency
- Become aware of limits in our research and understanding of developmental psychopathology, particularly as they relate to ethical issues in assessment and treatment
- Understand how mental health relates to social justice issues affecting children, youth, and families (e.g., school accommodations, custody placements)

**PREREQUISITES:**

PSYC201 and PSYC260. Students who wish to enroll in courses for which they do not have the prerequisites must seek approval from the department. Those who complete courses without prerequisites are not exempt from having to complete the prerequisite courses at some later date if such courses are required for the degree program. Students are responsible for checking their registration by the add/drop deadline.

**BLENDED SYNCHRONOUS and ASYNCHRONOUS FORMAT:**

We will meet twice weekly for synchronous class lectures (Tuesdays and Wednesdays). On Fridays, there will be pre-recorded lecture videos for the upcoming chapters posted to Brightspace that should be viewed by students prior to next two classes. Synchronous class time will then be used to discuss and expand on the content interactively, address students’ questions, and engage in small group discussions in preparation for discussion forum postings.
COURSE EVALUATION:

- **Class participation:** 10%
  - Attendance in all live classes will be worth 70% of your participation grade (i.e., 7/10). The remaining 30% is based on notable contributions to class and group discussions that demonstrate preparedness.

- **MindTap activities:** 15%
  - Students will complete 15 activities via MindTap throughout the course; activities will be open for limited periods of time and cannot be completed past their due dates. Each exercise will be graded 50% for completion and an additional 50% for a perfect score.

- **Integrative reflection paper:** 15%
  - Students will submit one integrative reflection paper (3-4 pages double-spaced) that will critically explore a given disorder and/or issue from the course. Papers must be formatted in APA 7th Edition style and are due online by November 13th.

- **Group discussion forum posts:** 15% (3 x 5%)
  - Students will be randomly assigned to groups of 8-10 students. Three times throughout the semester, students will discuss in their groups the provided article, case study, or other course-relevant material. They will then post responses to some provided prompts related to the material in their group-specific forum on Brightspace.

- **Tests:** 45% (3 x 15%)
  - Test #1 (Sept. 30): Chapters 1, 2, 3, 4, & lectures from weeks 1 – 3
  - Test #2 (Oct. 28): Chapters 10, 11, 12, 13, 14 & lectures from weeks 4 – 7
  - Test #3 (Dec. 2): Chapters 5, 6, 7, 8, 9 & lectures from weeks 8 – 12
  - Tests are non-cumulative, will consist of multiple choice and short answer questions, and will be completed on Brightspace during class time on the above dates (i.e., between 11:30-12:20); extra time will be given to CAL students per accommodations
  - There is **NO** final exam in this course

**GRADING SCALE:** (https://www.uvic.ca/calendar//future/undergrad/index.php#/policies)

Grades are assigned in accordance with university standards. Final grades will be rounded based on whether decimals fall at/above or below the 0.5 value (e.g., 79.5% is rounded up to 80%, while 79.4% is rounded down to 79%). Requests for final grade changes will only be considered if there has been a calculation error or proof is provided that a course component has been graded unfairly. If you wish to review your test or assignment grades with the TA or instructor, contact us within two weeks of the grades being posted; requests for review sessions thereafter will be considered on a case-by-case basis.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100%</td>
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<tr>
<td>A</td>
<td>85-89%</td>
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<td>A-</td>
<td>80-84%</td>
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<tr>
<td>B+</td>
<td>80-89%</td>
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<td>B</td>
<td>75-79%</td>
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<td>B-</td>
<td>70-72%</td>
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<tr>
<td>C+</td>
<td>70-79%</td>
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<td>C</td>
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<td>D</td>
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<td>D-</td>
<td>55-59%</td>
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<td>F</td>
<td>0-49%</td>
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IMPORTANT DATES for FALL 2020: [https://www.uvic.ca/calendar/dates/](https://www.uvic.ca/calendar/dates/)

- **Sept 9:** First day of fall classes
- **Sept 22:** Last day to drop Fall classes for 100% reduction of tuition fees
- **Sept 25:** Forum post #1 due; Last day to add Fall classes
- **Sept 29:** MindTap #1 due
- **Sept 30:** Test #1
- **Oct 12:** Thanksgiving Holiday (no classes)
- **Oct 13:** Last day for 50% reduction of tuition fees for dropped fall courses
- **Oct 23:** Forum post #2 due
- **Oct 27:** MindTap #2 due
- **Oct 28:** Test #2
- **Oct 31:** Last day to drop fall courses with no academic penalty
- **Nov 9 – 11:** Reading Break
- **Nov 13:** Integrative paper due
- **Nov 27:** Forum post #3 due
- **Dec 1:** MindTap #3 due
- **Dec 2:** Test #3
- **Dec 4:** Last day of fall classes
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings/Videos</th>
<th>Tests/Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept. 9</td>
<td>Course overview</td>
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<td></td>
<td>Sept 11</td>
<td><em>Asynchronous: lecture videos</em></td>
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<td>2</td>
<td>Sept 15</td>
<td>Introduction to Normal and Abnormal Behaviour in Children and Adolescents Theories and Causes</td>
<td>Ch 1</td>
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<td>Sept 16</td>
<td>Theories and Causes cont’d Research</td>
<td>Ch 2</td>
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<td>Sept 18</td>
<td><em>Asynchronous: lecture videos</em></td>
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<tr>
<td>3</td>
<td>Sept 22 &amp; 23</td>
<td>Assessment, Diagnosis, and Treatment</td>
<td>Ch 4</td>
<td>Forum post #1 due</td>
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<tr>
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<td>Sept 25</td>
<td><em>Asynchronous: discussion groups</em></td>
<td></td>
<td>MindTap #1 due</td>
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<td>4</td>
<td>Sept 29</td>
<td>Review for Test #1</td>
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<td>Test #1</td>
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<td></td>
<td>Sept 30</td>
<td>Test #1: Ch 1, 2, 3, 4 &amp; lectures</td>
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<td>Test #1</td>
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<td>Oct 2</td>
<td><em>Asynchronous: lecture videos</em></td>
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<td>5</td>
<td>Oct 6</td>
<td>Depressive and Bipolar Disorders</td>
<td>Ch 10</td>
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<td>Oct 7</td>
<td>Anxiety and Obsessive-Compulsive Disorders</td>
<td>Ch 11</td>
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<td>Oct 9</td>
<td><em>Asynchronous: lecture videos</em></td>
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<td>6</td>
<td>Oct 13</td>
<td>Trauma and Stressor-Related Disorders</td>
<td>Ch 12</td>
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<td>Oct 14</td>
<td>Health-Related and Substance Use Disorders</td>
<td>Ch 13</td>
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<td>Oct 16</td>
<td><em>Asynchronous: lecture videos</em></td>
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<td>7</td>
<td>Oct 20 &amp; 21</td>
<td>Feeding and Eating Disorders</td>
<td>Ch 14</td>
<td>Forum post #2 due</td>
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<td>Oct 23</td>
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<td>8</td>
<td>Oct 27</td>
<td>Review for Test #2</td>
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<td>MindTap #2 due</td>
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<td></td>
<td>Oct 28</td>
<td>Test #2: Ch 10, 11, 12, 13, 14 &amp; lectures</td>
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<td>Oct 30</td>
<td><em>Asynchronous: lecture videos</em></td>
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<td>9</td>
<td>Nov 3</td>
<td>Intellectual Disability</td>
<td>Ch 5</td>
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<td>Nov 4</td>
<td>Autism Spectrum Disorder</td>
<td>Ch 6</td>
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<td><em>Asynchronous: paper office hours</em></td>
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<td>10</td>
<td>Nov 10</td>
<td>Reading Break</td>
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<td>Nov 11</td>
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<td></td>
<td>Nov 13</td>
<td><em>Asynchronous: lecture videos</em></td>
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<tr>
<td>11</td>
<td>Nov 17</td>
<td>Communication and Learning Disorders</td>
<td>Ch 7</td>
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<td>Nov 18</td>
<td>Attention Deficit/Hyperactivity Disorder</td>
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<td>Nov 20</td>
<td><em>Asynchronous: lecture videos</em></td>
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<td>12</td>
<td>Nov 24</td>
<td>Conduct Problems</td>
<td>Ch 9</td>
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<td>Nov 25</td>
<td>Special topic lecture</td>
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<td>Nov 27</td>
<td><em>Asynchronous: discussion groups</em></td>
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<td>Forum post #3 due</td>
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<td>13</td>
<td>Dec 1</td>
<td>Review for Test #3</td>
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<td>MindTap #3 due</td>
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<td>Dec 2</td>
<td>Test #3: Ch 5, 6, 7, 8, 9 &amp; lectures</td>
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<td>Test #3</td>
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<td></td>
<td>Dec 4</td>
<td>Consolidation of learning &amp; feedback</td>
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* This schedule is tentative; any changes will be announced on Brightspace.*
PREPARING FOR CLASS:

All tests will be based on the assigned reading material and additional information presented in class and on Brightspace. It is to your benefit to attend class regularly and take notes. If you must miss class, it will be important to borrow notes from a classmate.

You will have opportunities to engage more deeply with the material through active class discussions and online activities. Your input is valued and encouraged, as we all benefit from learning from each others’ diverse experiences. Reading ahead the assigned readings for each class will ensure even greater engagement with the material and comprehension of topics.

Students are expected to familiarize themselves with the Important Course Policy Information on the following pages. It is your responsibility to meet the posted deadlines; if you foresee difficulty meeting these deadlines, you must discuss alternate arrangements with the instructor in advance. Late assignments will be penalized 10% per day (e.g., an assignment that earns 80% would be reduced to 70% if handed in one day late) up to a maximum of five days, after which they will receive a mark of 0%. Students who miss tests will receive a mark of 0% unless they have a note from a medical or psychological professional, or a previously discussed family emergency, in which case the instructor should be notified within the same calendar day so that arrangements can be made for a makeup test.

If you do not complete all tests and the paper by the end of the term, you will receive a final course grade of \( N \). A student whose ability to complete requirements is affected due to injury, family or personal affliction, or illness should immediately consult with a health professional and then look into the process of seeking an Academic Concession.

RESPECT FOR ACCESSIBILITY, SAFETY, & DIVERSITY:

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach your instructor and/or the Centre for Accessible Learning (CAL) as soon as possible. CAL staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

It is important that we co-create a classroom environment that is safe and inclusive for individuals of all backgrounds. The diversity of our collective experiences is a strength that can deeply enrich our learning and wellbeing. When contributing to class discussions, you are encouraged to use strengths-based language that is respectful of differences in gender, sexuality, age, ability, socioeconomic status, ethnicity, and culture.

There may be certain topics we cover that evoke an emotional response. If any student experiences such an activating event, they are encouraged to approach the instructor or TA privately to discuss how we can best support them in coping with these triggers (including but not limited to referrals to Counselling Services).
EMAIL AND VIRTUAL LECTURE “NETIQUETTE”:

Students are encouraged to contact the instructor or TA via email throughout the course with questions about course content, to share interesting news articles or other media relevant to course material, or to talk about psychology and career ideas. Please maintain a respectful tone when emailing your instructor or TA (it is always beneficial to re-read your email after composing a draft). Emails asking about when grades are ready will not be responded to.

Include your name, student number, and course code in your emails so that we can quickly identify which class you are in. Try to keep your messages brief and to the point. Do not use the Brightspace messaging system to contact your instructor or TA. Allow at least two business days for a reply; if a week has gone by with no response, please do send a gentle follow-up email.

Many of us are still new to navigating the virtual classroom environment. The following guidelines will help facilitate a smooth semester and promote course engagement:

- Be sure to log on to Zoom using your UVic Netlink ID and password (using SSO)
- Mute your mic when you are not speaking to reduce background noise interference
- Use the “raise hand” feature rather than typing your question in the chat box to better simulate a physical classroom environment (and to reduce distractions to the class)
- Turn on your camera when possible to create a sense of community, particularly if speaking
- Look at the camera to make eye contact when talking
- Use the chat field and whiteboard for constructive questions and comments only
- Before you post your comments/questions/responses to the class, take a moment to review them; because they lack nonverbal cues, they might land differently than intended
- Consider attending one of the many tutorials for students run by LTSI and visiting the Learn Anywhere website for students

FEEDBACK:

I humbly welcome your constructive feedback on this course. Please feel free to bring forward any questions or concerns to myself or the TA throughout the course. Toward the end of the term, you will have the option to complete an official Course Experience Survey (CES) about your learning experiences. These surveys can be done anonymously or with identifying information. Though not mandatory, your feedback is valued in helping me refine this course for future students, and for informing the Department of Psychology about their students’ satisfaction. You will receive an email inviting you to participate near the end of the course, which can be done on your computer or mobile device. Please ensure that your current email address is listed in MyPage (http://uvic.ca/mypage). If you do not receive an email invitation, you can also access the CES directly at http://ces.uvic.ca. A portion of one of the last lectures will be set aside for you to complete this survey.
UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Fall 2020

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 the UVic Calendar September 2020.

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

• What to do if you miss the final exam scheduled during the last day of classes

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the date of the exam. 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

• What to do if you miss an exam other than one scheduled during the last day of classes

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 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 course. 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

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. 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. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **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.

4. **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.

5. **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.

6. **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 September 2020.

The definitive source for information on Academic Integrity is the University Calendar. Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson’s office: [https://uvicombudsperson.ca/tips/plagiarism/](https://uvicombudsperson.ca/tips/plagiarism/)
   The Office of the Ombudsperson is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.
https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php

Counselling Services:
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.
www.uvic.ca/services/health/

Centre for Accessible Learning:
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders’ Voices:
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.
www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:
Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/
Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp