Psychology 366
Psychological Disorders of Childhood and Adolescence
Term 201909 A01
CRN 12776
Fall Session 2019

<table>
<thead>
<tr>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Office</td>
</tr>
<tr>
<td>Email</td>
</tr>
<tr>
<td>Office Hours</td>
</tr>
<tr>
<td>TA</td>
</tr>
</tbody>
</table>

Class Time: 4:30pm – 5:50pm, Monday & Wednesday  
Date Range: September 4, 2019 to December 4, 2019  
Location: Human & Social Development A240  
Course Website: A course website at coursespaces.uvic.ca will be used for posting the course outline, lecture slides, assignments, and grades

**Course Description**

This course provides an introduction to current research and theory in developmental psychopathology. A variety of mental health challenges are discussed with respect to their description, etiology, treatment, and prevention. Multiple theoretical perspectives are covered to understand risk and protective factors across childhood and adolescence. Emphasis is placed on the importance of considering children’s emotional and behavioural adjustment within the child’s larger environment and sociocultural circumstances.

**Prerequisites**

- PSYC 201 and PSYC 260.  
- *Note*: Credit will be granted for only one of PSYC 366, PSYC 436.

**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>Exam 1</td>
<td>Monday, October 7</td>
<td>30%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>Monday, November 4</td>
<td>30%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>Wednesday, December 4</td>
<td>15%</td>
</tr>
<tr>
<td>Case Study Assignments</td>
<td>October 2, October 30, December 2</td>
<td>15%</td>
</tr>
<tr>
<td>Research Review Paper</td>
<td>December 9 - 4:30pm at the latest</td>
<td>10%</td>
</tr>
</tbody>
</table>
**Research Review Paper:** This assignment will give you an opportunity to read and analyze empirical research related to intervention and prevention programs. Papers should be at least 5 pages long, double-spaced. You must review at least 5 evidence-based evaluations. Further details will be provided in class. Papers can be submitted at any time during the term but must be submitted by 4:30pm on December 9th at the latest. You can submit papers online via coursespaces. This assignment is worth 10% of your total grade; 5% per day will be deducted for unexcused late papers.

**Case Study Assignments:** Using case studies are an informative tool for understanding clinical disorders. You will be provided with case studies throughout the term. You must submit a two-page report of your assessment of the case. You will be evaluated based on the quality of your assessment with regards to the developmental context, etiology, and recommendations for prevention/intervention of the disorder. This assignment is worth 15% of your total grade (5% each).

**Extra Credit with Participation in Research Studies:** Students can earn up to 2% extra credit toward your final grade by participating in psychological studies that are posted on the research pool website. Visit [http://web.uvic.ca/psyc/research/participant_pool.php](http://web.uvic.ca/psyc/research/participant_pool.php) for more information. Note that you must complete your participation by the last day of the course to receive credit.

**Exams:** Knowledge of the readings and lectures will be assessed through 3, non-cumulative in-class exams, worth 75% of your overall mark. Exams will include a combination of multiple choice and short answer questions based on both the readings and lectures.

**Missed Exams:** It is the student’s responsibility to attend in-class exams as scheduled. There will be no make-up exams. Students who miss an in-class exam will receive a mark of zero unless they have a case of documented illness or family emergency. If you miss an exam due to illness, accident, or family affliction, you must notify me (via email) on or before the exam date. In addition, you must submit written documentation justifying your absence (e.g., a doctor’s note) within one week. If I approve your documented justification for missing an exam, then your other tests will be weighted higher. You must write the final exam (Exam 3) to pass the course. Failure to write Exam 3 will result in a failing grade for the course, even when a final grade of 50% or higher is achieved.

**Grading Policy**
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+ = 90 – 100%
- B+ = 77 – 79%
- C+ = 65 – 69%
- F = 0 – 49%
- A = 85 – 89%
- B = 73 – 76%
- C = 60 – 64%
- N = incomplete*
- A- = 80 – 84%
- B- = 70 – 72%
- D = 50 – 59%

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

**Important Notes**
1. Please feel free to talk with me during office hours or by appointment anytime during the semester. If there is a problem that is negatively affecting your course performance, contact me as early as possible so that we can develop a plan to help you succeed in this class.
2. It is your responsibility to check your registration status by the drop deadline (September 17 for first term standard classes) to ensure you are registered only in courses you have been attending. The last day to add courses online is September 20 for courses that begin in the first term. Undergrad course adds after this date will require an Undergraduate Course Change form and are subject to the approval of the Director of the Academic Advising Centre. You should familiarize yourself with the Department of Psychology Important Course Policy Information.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 4</td>
<td>Introduction and Course Overview</td>
<td>1</td>
</tr>
<tr>
<td>September 9, 11</td>
<td>Theoretical Models of Psychopathology</td>
<td>2</td>
</tr>
<tr>
<td>September 16, 18</td>
<td>Classification and Diagnosis</td>
<td>4</td>
</tr>
<tr>
<td>September 23, 25, 30</td>
<td>Developmental Disorders (e.g., intellectual disabilities, Autism)</td>
<td>5, 6</td>
</tr>
<tr>
<td>October 2</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td><strong>October 7</strong></td>
<td><strong>Exam #1</strong></td>
<td></td>
</tr>
<tr>
<td>October 9</td>
<td>Attention-Deficit/Hyperactivity Disorder (ADHD) and Externalizing problems (e.g., conduct disorder, oppositional defiant disorder)</td>
<td>8, 9</td>
</tr>
<tr>
<td>October 14</td>
<td>Thanksgiving – No class</td>
<td></td>
</tr>
<tr>
<td>October 16</td>
<td>Externalizing problems continue.</td>
<td></td>
</tr>
<tr>
<td>October 21, 23, 28</td>
<td>Internalizing problems (e.g., anxiety and depressive disorders)</td>
<td>10, 11</td>
</tr>
<tr>
<td>October 30</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td><strong>November 4</strong></td>
<td><strong>Exam #2</strong></td>
<td></td>
</tr>
<tr>
<td>November 6</td>
<td>Child Maltreatment and Trauma-related Disorders</td>
<td>12</td>
</tr>
<tr>
<td>November 11-13</td>
<td>Reading break – No class</td>
<td></td>
</tr>
<tr>
<td>November 18, 20</td>
<td>Physical and Mental Health (e.g., substance-use and eating disorders)</td>
<td>13, 14</td>
</tr>
<tr>
<td>November 25, 27</td>
<td>Prevention and Resilience (e.g., universal programs, public health &amp; policy)</td>
<td>Assigned readings TBA</td>
</tr>
<tr>
<td>December 2</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td><strong>December 4</strong></td>
<td><strong>Exam #3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>December 9</strong></td>
<td><em>Paper Due 4:30pm at the latest</em></td>
<td></td>
</tr>
</tbody>
</table>
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 309-312 of the UVic Calendar September 2019.

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, September 2019, p. 49-51)

- 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 [https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf](https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf), (p.45-47, UVic Calendar September 2019). 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 (on p. 46 in September 2019).


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