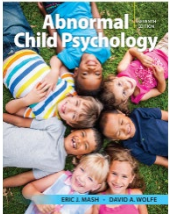


Psychology 366 (A01)
Psychological Disorders of Childhood and Adolescence
Term 202109, CRN 12856

| | Instructor | Teaching Assistant |
|---------------------|--|--|
| <i>Name</i> | Dr. Catherine Costigan | Jessi Lewis |
| <i>Office</i> | Cornett A170 | Cornett B030 |
| <i>Email</i> | costigan@uvic.ca | jessilew@uvic.ca |
| <i>Phone</i> | 250-721-7529 | n/a |
| <i>Office Hours</i> | Thursdays 9 – 10 or by appt | Scheduled following exams and by appt |

Class Time & Place: Monday & Thursday 10:00-11:20, David Turpin Building A104



Required Text: Mash, E. J., & Wolfe, D. A. (2019). Abnormal child psychology (7th ed.). Cengage.

Optional: Course Link URL: <https://login.nelsonbrain.com/course/MTPPM6KQ27BC>
Course Key: MTPP-M6KQ-27BC

Student MindTap Registration Video - <https://www.youtube.com/watch?v=YYD9b0ae3W0>

Student MindTap Navigation Video - <https://screencast-o-matic.com/watch/cYIDFH8tVU>

Course Website: A course website at <https://bright.uvic.ca/d2l/home/148316> 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, behavioural disorders, depressive and anxiety disorders, eating disorders, and child maltreatment. Emphasis is placed on the importance of considering children's behavioural and emotional adjustment within the child's larger environment and sociocultural circumstances. We will attend to how various identities (e.g., gender, race-ethnicity, ability, social class, sexual orientation, nativity, etc.) shape the experience, expression, and response to various mental health challenges. We will use 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. We will also take a critical lens on the field to understand the limits of what we currently know. Topics will be considered from a scientist-practitioner perspective (e.g., attention to evidence base) and a social justice perspective (e.g., attention to power dynamics and structural inequities that differentially affect individuals with marginalized identities).

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
- Identify issues relevant to diversity and social justice in the context of child and adolescent mental health
- 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 (and what gaps exist)
- 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 260 and PSYC 201. 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.

Given the demand for this course, students who do not attend the first two classes (and do not provide notification to the instructor if valid circumstances prevent attendance) will likely be dropped from class registration.

PSYC 366 Anticipated Schedule of Topics Fall 2021

| Date | Topic | Chapter | Evaluations |
|--|--|---------|--|
| Sept 9 | Introduction and Overview | | |
| Sept 13 | Organizing frameworks | 1 | |
| Sept 16 & 20 | Theoretical Models of Psychopathology | 2 | |
| Sept 23 & 27 | Culture and Diagnosis | 4 | Forum 1 opens 9/27 |
| Sept 30 | <i>National Day for Truth and Reconciliation– no class</i> | | |
| Oct 4 & 7 | Trauma and Stress-related disorders | 12 | Forum 1 original response 10/4, peer response 10/7 |
| Oct 11 | <i>Thanksgiving – No class</i> | | |
| Oct. 14 | Exam #1 in class | | Exam 1 |
| Oct 18 & 21 | Autism Spectrum Disorder | 6 | |
| Oct 25 & 28 | Attention-Deficit/Hyperactivity Disorder (ADHD) | 8 | |
| Nov 1 & 4 | Conduct Problems | 9 | Forum 2 opens 11/1 |
| Nov 8 | Exam #2 in class | | Exam 2 |
| Nov 11 | <i>Reading Break – no class</i> | | |
| Nov 15 & 18 | Anxiety and Obsessive Compulsive Disorders | 11 | Forum 2 original response 11/10, peer response 11/15 |
| Nov 22 & 25 | Depressive and Bipolar Disorders | 10 | |
| Nov 29 & Dec 2 | Eating Disorders | 14 | |
| Dec 6 | Prevention & Intervention | | Broadening the Lens paper due 12/7 |
| Final Exam administered during the final exam period final exam period (Dec. 9 - Dec. 20) | | | |

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 among 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.

Learning Format. This course will be offered in person. You are expected to read the textbook prior to class. Lectures address some of the core textbook content, but will also expand beyond the material in the textbook. We will also use class time for questions and group discussions. If you are not feeling well, you are encouraged to stay home. I will make all slides available on our Brightspace page. Classes will be recorded to allow students who are not able to attend due to illness to watch later. Students who have privacy concerns can contact me and will have the option to limit their personal information shared in the recording. I plan to record lectures, but not course discussions/activities. Therefore,

accessing the course online will not be a substitute for attending in person. But the recordings will help you keep up-to-date if you need to miss a class due to illness.

Respect for Diversity. I am committed to promoting, providing and protecting a positive, supportive, and safe learning environment. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course and that students' learning needs will be addressed both in and out of class. I view the diversity that students bring to this class as a resource, strength and benefit. It aim to present materials and activities that are respectful of diversity: gender, sexuality, age, disability, physical appearance, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

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:

| <i>Evaluation</i> | <i>Date</i> | <i>% of Grade</i> |
|------------------------------|--|--------------------------|
| In-class group discussions | Multiple | 10% |
| Exam 1 | October 14 in class | 20% |
| Exam 2 | November 8 in class | 20% |
| Case Study Discussion Forums | Two forums (10% each) due at 10 pm on designated dates | 20% |
| Broadening the Lens Paper | December 7 by 10 pm | 10% |
| Final Exam | TBA (in the exam period) | 20% |

In-class group discussions. You 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 our large class, we will regularly break into small 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 student will submit their own reflection via Brightspace based on their group's discussion. These reflections should be brief (no more than one double-spaced page). They will be marked as:

- 1 = submitted on time and includes student's reflections which build off of assigned material
- 0.5 = submitted on time and includes a summary of assigned material without students' own critical reflection
- 0 = submitted late or not at all; or contact does not reflect the material assigned for discussion

Case Study Discussion Forums (2 forums): Discussion forums will be completed within peer learning groups that I will randomly assign in Brightspace. I will post a description of a child or adolescent, and you will post your conceptualization of the case, as well as respond to the ideas of others. Since forums are open for more than one week, there will be no make-up forums available except under extenuating circumstances. More information will be posted on Brightspace.

Broadening the Lens Paper. The profession of psychology is grounded predominantly in Euro-centric assumptions and ways of knowing. Theories and perspective on health, illness, and intervention are generally oriented towards people whose identities match the dominant culture (e.g., white, cisgendered, heterosexual, native-born, etc.). This assignment encourages you to think about a course topic from a critical lens. You will select a topic that we are learning about this term (e.g., Autism, ADHD, etc.), and locate an empirical or theoretical article that addresses the topic from a diversity or social justice perspective. This could take many forms, such as an examination of distinct risk factors in certain communities (e.g., LGBTQIA2S+ youth; Black youth) for a mental health condition, ways in which policies or practices create barriers to receiving care for a mental health condition in certain communities, or ways in which current approaches to assessment or treatment might be a poor match in certain communities. Other critical perspectives are also welcome. You can run your idea by me if you are unsure. This paper will consist of a statement of the problem (e.g., a summary of how or why current knowledge/practice do not meet the needs of a particular community, and why this is

problematic) and your perspective (e.g., ways to improve the status quo). Your paper should be no more than three double-spaced pages. **You can complete this assignment in groups of 2 – 3 students.** More info will be given in class.

Three non-cumulative exams will be given that cover both the readings and the lectures/ class discussions. 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 e-mail as soon as possible. If you are too ill to take an exam, please do not! I will not be able to drop your exam mark after the fact. Make-up exams for Exams 1 and 2 will be offered within two weeks 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 you miss the *final exam* due to illness, accident, or family affliction, contact me as soon as possible. For the 2021 Fall term, students are not required to provide medical documentation to support their request for academic concession, I will determine how to deal with the situation (for example, a deferred exam, or weighting the previous two exams more heavily).

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% |

Failure to complete at least two exams, one case discussion, and the broadening the lens paper (without approval from me) will result in a grade of “N” regardless of the cumulative percentage on other elements of the course. N is a failing grade and factors into GPA as a value of 0.

Research Participation. Students in this course may earn up to 2% extra credit toward their final grade by participating in research studies conducted in the Department of Psychology. One hour of participation earns students 1 SONA credit. Credits are given in .5 increments, with 1 credit required for a 1% increase in the student's final grade. Thus, two hours of participation would earn the full 2% extra credit. For details on participating in research studies, go to the Department of Psychology web site (web.uvic.ca/psyc), click on the Research link near the top of the page, then click on the Participant Pool link at the left of the new page to see instructions for participating in the system. You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive extra credit in 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, you may contact me to arrange for 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. I will set aside approximately 15 minutes at the beginning of class for students to complete the CES.

Important Notes

1. I am committed to promoting, providing and protecting a **positive, supportive and safe learning and working environment**. Please feel free to talk with me anytime during the semester. I welcome the opportunity to assist you in your learning. If there is a problem that is negatively affecting your performance, contact me early so that we can develop a plan to help you succeed in this class. This is often ultimately more helpful than struggling and trying to push through on your own.
2. **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!
3. It is your responsibility to **check your registration status** by the drop deadline (September 21 for first term standard classes) to ensure you are registered only in courses you have been attending. 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. The last day to add courses online is September 24 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. It is your responsibility to check your registration status by the drop deadline to ensure that you are registered in the course.
4. You should familiarize yourself with the Department of Psychology **Important Course Policy Information** (on the following pages), including the Policy on Academic Integrity including Plagiarism and Cheating.
5. **Academic Integrity.** Please complete the *Integrity Matters* module that is available in Brightspace before handing in *any* coursework for evaluation. You need to self-enroll in this module by searching for it under the Discovery tab (drop-down menu) on the Brightspace homepage. Resources that can help avoid plagiarism and cheating include the Libraries' plagiarism guide (<https://www.uvic.ca/library/research/citation/plagiarism/>). I reserve the right to use plagiarism detection software or other platforms to assess the integrity of student work. All lecture notes and course materials that I make available to you, and all exams and quizzes are my intellectual property, and are made available to students for instructional purposes only. You may not distribute lecture notes or any exams or quizzes from the course without my permission. To do so, through note-sharing sites or other means, violates the Policy on Academic Integrity.
6. **Centre for Accessible Learning.** If you have a mental or physical health concern and need an academic accommodation (such as extra time on exams or a quiet room for test taking), please register as soon as possible with the Centre for Accessible Learning (CAL): <https://www.uvic.ca/services/cal/>.
7. **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/>.
8. **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: Sexualized violence resource office in EQHR, Sedgewick C119; Phone: 250.721.8021; Email: svpcoordinator@uvic.ca; Web: www.uvic.ca/svp

BE WELL

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/

UNIVERSITY OF VICTORIA
Department of Psychology
Important Course Policy Information
Fall 2021

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 2021.

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 formal exam period***

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 formal exam 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 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://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. 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. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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 2021.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <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.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf