

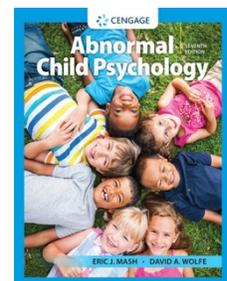


Psychology 366 (A01)
Psychological Disorders of Childhood and Adolescence
Term 202105, CRN 32721

	Instructor	Teaching Assistant
<i>Name</i>	Kari Duerksen	Colleen Lacey
<i>Office</i>	Cornett A148	N/A
<i>Email</i>	kariduerksen@uvic.ca	clacey@uvic.ca
<i>Phone</i>	N/A	N/A
<i>Office Hours</i>	By appointment	By appointment

Class Time & Place: **Monday, Wednesday, 8:30-10:20**
Friday, 9:30-10:20
 Online (attendance taken on bolded days only)

Required Text: Mash, E. J., & Wolfe, D. A. (2014). *Abnormal Child Psychology* (7th edition). Belmont, CA: Wadsworth/Cengage Learning.



Course Website: A course website at bright.uvic.ca will be used for posting the course outline, lecture recordings and slides, assignments and exams, and grades

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

- 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
- Apply knowledge from the prior objectives to case examples to evaluate and conceptualize how various factors operate in individual lives
- 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
- Develop an empathic and respectful stance towards individuals struggling with psychological disorders

Learning Format

This course will be conducted entirely **online**. I will hold online sessions on Zoom on Mondays, Wednesdays, and Fridays at the times scheduled above. Attendance will **not** be taken on Wednesdays. Our lecture classes will begin with a check-in for students to ask questions (not recorded), and then I will present a PowerPoint covering the main points from the textbook and any additional content I would like students to know (these will also be recorded for later viewing). **There will be testable content in these lectures that is not in the textbook.** These sessions will be recorded and available to students who could not attend later the same day. We will have 6 group discussion classes throughout the term. The entirety of these 50-minute classes will be spent in small groups discussing pre-posted questions, and will not be recorded.

There will also be 1-3 video links posted for each topic with accompanying discussion questions to guide your listening. These YouTube videos will support your learning by providing examples or alternative ways of explaining content, and content from these videos may be used in class discussions or as testable content on exams.

This is a condensed course, and thus will be very fast-paced. It will be important to keep up with the course content, as there is very little time to catch up if you fall behind.

Prerequisites

- PSYC 201 and PSYC 260
- *Note:* Credit will be granted for only one of PSYC 366, PSYC 436
- I will be assuming that all students registered in the course have the prerequisites and that anyone who remains in the course without the prerequisites does so at their own risk.

About the Instructor



I have an MSc in Clinical Psychology. I am a PhD student at UVic, which means I split my time between coursework, research, practicum placements, teaching, and community service. I have experience providing assessments and therapy to children and youth in our community under the supervision of registered psychologists. I greatly enjoy working and learning about the way children and youth's context influence their well-being, especially community-based approaches to supporting children and youth. My doctoral research focuses on structural barriers to post-secondary education for students with mental health challenges.

I formerly held a position as a practicum student at Counselling at the Student Wellness Centre, University of Victoria. If you have any questions or concerns about how grading and instruction operates if we have interacted within Counselling, please contact me to discuss. I have worked in multiple roles at the University of Victoria and for reasons of ethical principle I will strive to maintain clear and respectful boundaries between these roles.

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent 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

Final grades will be calculated based on the following specific elements:

<i>Evaluation</i>	<i>Date</i>	<i>% of Grade</i>
In-Class Discussion Preparation Papers	Thursday, May 13 Thursday, May 27 Thursday, June 3 Thursday, June 10 Thursday, June 17 Thursday, June 24	6%
Participation	Ongoing	6%
Exam 1	May 31	30%
Exam 2	June 23	30%
Movie Analysis Paper	June 11	10%
Research Review Paper	June 29	18%

In-Class Discussion Preparation Papers

You and your classmates will get more out of the class if you move through the lecture materials according to the schedule outlined below, and actively engage with the material. In order to help facilitate active engagement with the course material, I will split the class up into groups of 4-5 students at the start of term. These will be your discussions groups throughout the term. For 6 Fridays throughout the term, I will assign several discussion questions based on the material. I will assign 5-6 discussion questions, of which students can pick 2-3 to discuss. Questions will mostly focus on the extra video YouTube video content provided.

In order to facilitate your preparation and active engagement in these discussions, you will be required to submit your **brief** reflections (no more than **one** double-spaced page) the day before our discussions. These papers are not intended to be time-consuming or require students to find outside resources, but rather to ensure that you have viewed the appropriate materials and are prepared for discussion.

These papers will be graded out of 1 accordingly:

- 1 = paper submitted on time, includes student's reflections which build off of assigned material
- 0.5 = paper submitted on time, includes summary of assigned material **without** student's own critical reflection
- 0 = paper submitted late or not at all, OR content does not reflect material assigned for discussion

In-class discussion preparation papers are worth 6% of your final grade.

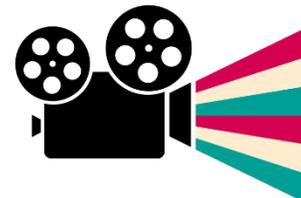
Participation

Attending class and participating in class discussions and polls, as well as asking questions that are relevant to the course materials, will be worth **6%** of your grade. I will take attendance on Mondays and Fridays, which will determine 3% of your grade. The other 3% will be determined based on my observations of your active participation in class polls, Zoom chats, and discussion.

Movie Analysis Paper

This assignment will give you the opportunity to apply your knowledge of common risk and resilience factors for mental health challenges to child and adolescent movie characters. The paper should be no more than 3 pages long, single spaced. You are to complete this assignment on your own. Further details will be provided in class. Papers can be submitted at any time in the term, and must be submitted by June 11.

You may submit them electronically via our BrightSpace page. This assignment is worth 10% of your total grade; 10% per day will be deducted for late papers.

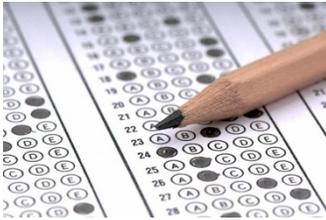


Research Critique Paper

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 three research articles. The paper should be no more than 6 pages long, double spaced. You may complete this assignment on your own or in pairs. Further details will be provided in class. Papers can be submitted at any time in the term, and must be submitted by June 29. You may submit them electronically via our BrightSpace page. This assignment is worth 18% of your total grade; 10% per day will be deducted for late papers.

Exams

Two non-cumulative exams will be given, worth 60% of your overall mark. The exams will cover both the readings and the lectures. Exams will include multiple choice and short answer questions. These exams will be administered through BrightSpace.



Missed Exams and Assignments. It is your responsibility to complete online exams as scheduled. Students who miss an online exam or assignment will receive a mark of zero unless they have a case of 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. Make-up exams for Exams 1 and 2 will be offered, but only within *one week* of the originally scheduled exam. 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%

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. You can complete it at a time of your choosing during the last two weeks of classes.

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/>.



Counselling Services

If you feel that you need help with personal, career, or learning issues, Counselling Services provides free and confidential counselling to UVic students: <http://www.uvic.ca/services/counselling/>.

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 (<https://www.uvic.ca/calendar/undergrad/index.php#/home>) to ensure that you are registered in the course.
3. You should familiarize yourself with the Department of Psychology Important Course Policy Information (attached), which includes important information on academic concessions and academic integrity.

PSY 366 Anticipated Schedule of Topics

Date	Topic	Chapter
May 10	Course Overview, Introduction, and Psychological Power	1
May 12	Theoretical Models of Psychopathology and Stigma	2
May 14	In-Class Discussion #1: Theoretical Models, Psychological Power, and Stigma	
May 17	Assessment, Diagnosis, & Treatment	4
May 19	Autism Spectrum Disorder and Early Psychosis	6
May 21	Intellectual Disability	5
May 26	Communication & Learning Disorders, Attention Deficit/Hyperactivity Disorder	7&8
May 28	In-Class Discussion #2: Autism Spectrum Disorder and Intellectual Disability	
May 31	Exam #1 (Covers up to and including Chapter 8)	
June 2	Conduct Problems	9
June 4	In-Class Discussion #3: Communication & Learning Disorders, Attention Deficit/Hyperactivity Disorder and Conduct Problems	
June 7	Depressive & Bipolar Disorders	10
June 9	Anxiety & Obsessive-Compulsive Disorders	11
June 11	In-Class Discussion #4: Depressive & Bipolar Disorders, Anxiety & Obsessive-Compulsive Disorders Movie Analysis Paper due	
June 14	Trauma & Stressor-Related Disorders	12
June 16	Health-Related Disorders & Substance Use Disorders	13
June 18	In-Class Discussion #5: Trauma & Stressor-Related Disorders, Health-Related Disorders & Substance Use Disorders	
June 21	Feeding & Eating Disorders	14
June 23	Exam #2	
June 25	Final class, In-Class Discussion #6: Feeding & Eating Disorders & Class Wrap-up	
June 29	Research Review Paper due	

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Summer 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 May 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 May 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

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/

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