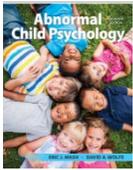


Psychology 366 (A01)
Psychological Disorders of Childhood and Adolescence
Term 202205, CRN 31211

	Instructor	Teaching Assistant
<i>Name</i>	Dr. Catherine Costigan	Cian Dabrowski
<i>Office</i>	Cornett A170	
<i>Email</i>	costigan@uvic.ca	cdabrowski@uvic.ca
<i>Office Hours</i>	Tuesday 9 – 10 or by appt	Scheduled by appt

Class Time & Place: Tuesday & Thursday 10:30-12:20, Friday 11:30 – 12:20 in Cornett B112



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

Course Website: A course website on Brightspace will be used for posting the course outline, slides used during lectures, assignments, and grades, etc.

I acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt, and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

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

1. Critically analyze the terms and constructs used to define mental health and wellbeing (e.g., “abnormal” or “disordered”)
2. Identify the symptoms of major categories of psychopathology and their typical developmental course
3. Differentiate prominent biological, psychological, and sociocultural theories of mental health and wellbeing
4. Analyze the role of factors such as sex and gender, culture, and typical development in framing mental health issues
5. Identify issues relevant to diversity and social justice in the context of mental health and wellbeing, including the ongoing impact of colonialism
6. Explain the impact of mental health challenges on individuals, their families, and communities

7. Advocate for empathic and non-stigmatizing representations of mental health
8. Critique the strengths and weakness of current systems of classifying mental health challenges
9. Assess information about mental health and wellbeing for accuracy and/or bias

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 May-June 2022

Date	Topic	Chapter	Evaluations
May 10	Introduction and Overview and Organizing Frameworks	1	
May 12 & 13	Theoretical Models of Psychopathology	2	
May 17 & 19	Culture and Diagnosis	4	Culture and Child Mental Health reflection May 19
May 20 & 24	Trauma and Stress-related disorders	12	
May 26	Q&A 10:30 – 11:00; Exam #1 in class – 80 min.		Exam 1
May 27 & 31	Conduct Problems	6	Forum opens May 27
June 2 & 3	Attention-Deficit/Hyperactivity Disorder (ADHD)	8	Forum original response June 3
June 7 & 9	Autism Spectrum Disorder	9	Forum peer responses June 9
June 10	Exam #2 in class – 50-min, non-cumulative		Exam 2
June 14 & 16	Anxiety and Obsessive Compulsive Disorders	11	
June 17 & 21	Depressive and Bipolar Disorders	10	
June 23	Eating Disorders	14	
June 24	Exam #3 in class – 50-min, non-cumulative		Exam 3

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. Lectures will be recorded to allow students who are not able to attend due to illness to watch later. Due to student privacy concerns, I plan to record lectures, but not course discussions/activities.

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>
Culture and Child Mental Health reflection	May 19	10%
Exam 1	May 26 in class	22%
Exam 2	June 10 in class	22%
Exam 3	June 24 in class	22%
Case Study Discussion Forum original post	June 9	14%
Case Study Discussion Forum responses	June 16	10%

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. ***Group discussion material will be evaluated on the exams.***

Culture and Child Mental Health reflection. This is a two-page reflection paper in which you will consider a child mental health topic from a different cultural vantage point. 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, cisgender, heterosexual, able-bodied, 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.) or consider the definitions of mental health and wellness more generally. Next, you will locate a resource (e.g., an empirical or theoretical article) that addresses the topic from a different cultural perspective. This could include a cultural group within Canada (e.g., Indigenous perspectives, Black Canadians) or it could entail a global perspective (e.g., a different country). This paper will consist of your reflections on how the topic in your selected culture compares to what we learn from sources such as our textbook.

Case Study Discussion Forum: A discussion forum 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 the forum will be open for more than one week, there will be no make-up forum available except under extenuating circumstances. More information will be posted on Brightspace.

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.

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 an 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 will be offered within one week of the originally scheduled exam. If you are unable to take the exam in that time frame, the other exams may be weighted more heavily in calculating your final mark for this course.

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 two exams, the case forum, and the culture and child mental health reflection 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. In accordance with the University’s policy on academic concessions, “A student who completes all course requirements is not eligible for an academic concession.” Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

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 (May 15 for 100% fee reduction) to ensure you are registered in this course. 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 May 16. 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. The last day to drop the course for a 50% fee reduction is May 26.
4. **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.
5. **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/>.
6. **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/>.

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

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Summer 2022

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 2022

<https://www.uvic.ca/calendar/future/undergrad/index.php#/programs?expanded=>

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

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 2022.

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/academic-integrity/>
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 <https://www.uvic.ca/library/help/citation/plagiarism/index.php>
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/