

PSYC*3460, Course Outline: Winter 2017

General Information

Course Title: Abnormal Development

Academic Department: Psychology, Winter 2017

Course Description

This course is designed to provide an overview of historical and current research in atypical child development, and to review issues of diagnosis, assessment, prevalence and treatment in child psychopathology. We will examine how biology and the environment can interact to contribute to atypical development. Specific disorders to be reviewed include: attention-deficit/hyperactivity disorder, conduct disorder and other disruptive behavior disorders, autism spectrum disorders, anxiety disorders, affective (mood) disorders, substance use disorders, and eating disorders.

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Office Hours: Thursdays, 11:30-12:30pm, or by appointment

GTA: Kathryn Quinlan, quinlank@uoguelph.ca

GTA: MacKenzie Seasons, mseasons@uoguelph.ca

Office Hours: By appointment

Class Schedule and Locations

When: Tuesdays and Thursdays, 1:00 – 2:20 pm

Where: ROZH 102

Course Goals:

1. Develop an understanding of psychopathologies that are usually diagnosed in childhood or adolescence, and how they develop over time
2. Reflect on the contribution of genes and the environment to disease etiology, time course, and treatment in childhood psychological disorders
3. Describe approaches used to understand the causes, assessment, diagnosis and treatment of children and adolescents with major psychological disorders
4. Describe the impact of psychological disorders on a child's development and function, using a developmental framework
5. Examine how research enhances our understanding of psychological disorders in children and contributes to the development of evidence based treatment approaches.

Specific Learning Outcomes:

1. Develop knowledge base and critical thinking skills pertaining to issues of abnormal childhood development including its treatment and prevention.
2. Apply knowledge of risk and resilience factors to understand psychopathology at different ages and stages of development.
3. Learn to read and critically evaluate journal articles in a focused area of psychology.
4. Learn to integrate core concepts presented in assigned readings and lectures to a variety of childhood disorders.
5. Learn to critically evaluate and assess portrayals of psychopathology in the media.

Learning Resources:

Required Textbook:

Custom Text entitled: **Abnormal Development**. A copy will be available on library reserve (call number provided once available) or available for purchase at the campus bookstore.

Other Resources:

CourseLink: Additional class readings and videos will be posted on the course website prior to the lecture. It is your responsibility to keep up with materials and announcements posted on the website. A discussion/bulletin board will be activated as a support tool for students' use, to allow a forum for discussion/questions with your classmates.

The course format is a combination of text, lecture, and more active learning. In class discussions, media and videos will be used in combination with traditional lectures. I will post rough outlines of lecture notes on the course site by midnight the night before lecture, but complete lecture notes are the students' responsibility, and some information will not be posted online. It is in your best interest to attend class and take good notes. When possible, read the assigned chapters before the lecture to improve your understanding. There will be overlap between the readings and lectures, but some information will be unique to both, and both will be tested on the exams.

Course Policies

General

Check your @mail.uoguelph.ca e-mail account and the course webpage regularly. A large part of succeeding academically is learning to be an independent scholar, and organizing/managing your time when completing course tasks is an important skill you will carry forward into whatever career you pursue. There are a number of deadlines and substantial organization required in completing this course. It is your responsibility to organize yourself and meet these deadlines – I will not spend time in class reminding you of them.

Grading Policies

Late Assignments:

Meeting deadlines is your responsibility, as is coordinating with members of your group on group projects. Assignments that are not handed in before their respective due dates and times will be immediately deducted 5 points and 5 additional points will be taken off for each day of lateness. No extensions will be granted. The only exceptions to these rules are for unforeseen, serious circumstances of personal illness or other issues (as below).

Missed Exams:

The only accepted reasons for missing the final are: a) medical reasons, b) compassionate reasons, and c) conflict with a religious holiday. Be sure to review your exam schedule prior to making travel arrangements for the end of term, as this does not constitute a

valid reason for missing a final exam according to university policy. If you know ahead of time that you will miss the final, please let me know as soon as possible. You should consult with the Bachelor of Counselling Office (x. 52140; or equivalent for your degree program) in advance if you will be missing the final exam.

Course Policy on Group Work:

This course has both individual and group work. Each group member is expected to contribute to all components of the project. If there is an issue of group effort, it is your responsibility to try to work it out and to let me know as soon as possible if your efforts have not been successful. In addition, all members of the group will complete a work effort forms indicating the amount of effort each group member devoted towards the completion of the group assignment. Although ideally, each group member will contribute equally, this is not always the case. These group effort forms and their ratings will be taken into account when assigning each student's grade for the components of the group assignment. For example, if a pattern emerges in which one group member receives lower effort scores than the other members, this will likely result in a lower grade for that person. Any group members who do not attend the day of the presentation will receive a 0 for that portion of the assignment without a documented medical or compassionate reason; there will be no make-up presentations. Group effort forms will be posted on Courselink and submitted via Dropbox.

Evaluations

Students are responsible for learning the materials covered in **both** lectures and the assigned readings. Lectures will loosely follow the readings while expanding on key concepts as necessary. You are expected to complete all exams and assignments on the specified dates.

Exams (50%)

There will be **2** exam in this course. Exam 1 (25%) will take place during scheduled class time, and the Final Exam (25%) will occur during the University's scheduled exam period; each will cover the lectures/readings indicated on the schedule.

Article Critique (25%)

You will be responsible for finding a **recent** (since 2010) **original** (not a review) research article investigating the role of a risk/preventative factor or treatment in abnormal child psychopathology. Your 4-5 page paper will include a critical discussion of the paper's findings, and the implications of these results to the class and the larger field. Full assignment details will be posted on courselink. ***Selected articles must be submitted to, and approved by, the instructor one week before the scheduled due date.***

Video Movie Critique (25%)

Presentations will be done in groups of 4-5. Groups will be assigned the first week of class, and presentations must be uploaded by the due date. You will be required to use a software program to record and post your presentation to the class website; there is more information about options for software on Courselink. The presentation should be concise yet informative. The goal of this assignment is to think critically about how people with childhood psychopathology are represented on screen (information about diagnosis, symptoms, etc), and the way in which the media presents issues of mental health and health care providers. As well, it is an excellent chance to practice your own assessment skills with limited information and to creatively present that information to the class. The list of films to choose from, and a full description of the

assignment, will be posted on courselink. **Due March 23rd, at the start of class**

Grades Summary

Assignment	Percentage of Total Grade (/100)
Exam 1	25
Final Exam	25
Article Critique	25
Video Movie Analysis	25

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or Compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration: [Academic Consideration, Appeals and Petitions](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. There are numerous facilities available to ensure that your educational endeavors will be successful, including Student Counseling Services that offers programs to improve study effectiveness and productivity. This is a great resource to help deal with problems in time management, test anxiety, exam preparation, study skills, etc. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#).

Drop Date

Last Day to Drop a course: March 10, 2017

For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Undergraduate Calendar](#)

Lecture Content:

Week	Date:	Topic	Readings
1	Tu: Jan 10	Introduction to Abnormal Development	Chapter 1
	Th: Jan 12	Defining Disorder, Underlying Theories and Causes	Chapter 2 Additional readings/videos TBA
2	Tu: Jan 17	Research in Abnormal Child Psychology	Chapter 3 Additional readings/videos TBA
	Th: Jan 19	Research in Abnormal Child Psychology	Chapter 3 Additional readings/videos TBA
3	Tu: Jan 24	Diagnosis, Classification and Assessment	Chapter 4 Additional readings/videos TBA
	Th: Jan 26	Treatment Interventions	Chapter 4 Additional readings/videos TBA
4	Tu: Jan 31	Intellectual Developmental Disorders **** Article Critique Due****	Chapter 5 Additional readings/videos TBA
	Th: Feb 2	Learning Disabilities	Chapter 5 Additional readings/videos TBA
5	Tu: Feb 7	Autism Spectrum Disorders	Chapter 6 Additional readings/videos TBA
	Th: Feb 9	Autism Spectrum Disorders	Chapter 6 Additional readings/videos TBA
6	Tu: Feb 14	Childhood Onset Schizophrenia	Chapter 6 Additional readings/videos TBA
	Th: Feb 16	EXAM 1 – All material from Jan 10 – Feb 14	
7	Feb 20-24	<i>Reading Week – No Classes Scheduled</i>	
8	Tu: Feb 28	Attention-Deficit/Hyperactivity Disorder	Chapter 7 Additional readings/videos TBA
	Th: Mar 2	Attention-Deficit/Hyperactivity Disorder	Chapter 7 Additional readings/videos TBA
9	Tu: Mar 7	Depressive Disorders	Chapter 8 Additional readings/videos TBA

	Th: Mar 9	Bipolar Disorders	Chapter 8 Additional readings/videos TBA
10	Tu: Mar 14	Anxiety Disorders	Chapter 9 Additional readings/videos TBA
	Th: Mar 16	Obsessive-Compulsive Disorders	Chapter 9 Additional readings/videos TBA
11	Tu: Mar 21	Conduct Problems	Chapter 10 Additional readings/videos TBA
	Th: Mar 23	Maltreatment, Trauma and Stressor-Related Disorders *****Movie Critique Due*****	Chapter 11 Additional readings/videos TBA
12	Tu: Mar 28	Health-Related and Substance Use Disorders	Chapter 12 Additional readings/videos TBA
	Th: Mar 30	Health-Related and Substance Use Disorders	Chapter 12 Additional readings/videos TBA
13	Tu: Apr 4	<i>Guest Speaker - TBA</i>	
	Th: Apr 6	<i>Exam Review – No Readings ☺</i>	
		<i>Final Exam During Scheduled Exam Period All material from Feb 28 – April 4</i>	