

# **PSYC\*6000, Course Outline: Winter 2017**

## **General Information**

**Course Title: Developmental Psychopathology**

### **Course Description:**

This graduate level core course in clinical/applied developmental psychology covers research on child psychopathology. This course will emphasize an empirically-based developmental psychopathology approach to understand the impact of and transaction between vulnerability and environmental factors on child development and to examine the continuity of normal and abnormal behavior. We will examine the dominant theoretical frameworks that have been applied to understanding the etiology of child and adolescent mental health disorders. We will also review selected childhood and adolescent disorders from the perspective of diagnosis, etiology and developmental trajectories. Case studies will be presented to develop skills in clinical-developmental formulation and treatment planning. Issues of gender, racial/ethnic, and cultural factors will be discussed.

**Credit Weight: .50**

**Academic Department (or campus): Psychology**

**Semester Offering: Winter, 2017**

**Class Schedule and Location:**

**Instructor Information: Tuesday 2:30 – 5:20 p.m. MCKN 119**

Instructor Name: Arlene Young

Instructor Email: ayoung09@uoguelph.ca

Office location and office hours: MACK 3004, office hours by appointment

## **Course Content**

### **Specific Learning Outcomes:**

1. Develop a knowledge base and critical thinking skills pertaining to developmental psychopathology including etiology, treatment and prevention of child mental health disorders.
2. Develop skill at synthesizing and critically evaluating class readings in preparation for discussion.
3. Develop skills in developmental formulation, conceptualization, and treatment planning in regard to a clinical case analysis.

4. Enhance critical and creative thinking regarding the integration of research and clinical approaches to understanding childhood mental health disorders.
5. Learn how to identify, critically evaluate and communicate about controversial issues in developmental psychopathology.
6. Enhance the understanding of ethical and professional behavior in relation to child clinical practice.

**Lecture Content:**

Date	Lecture content
January 10	Developmental Psychopathology: foundational concepts
January 17	Etiological contributions: neurobiological, genetic factors and risks
January 24	Oppositional defiant disorder and conduct disorder
January 31	ADHD; OCD
Feb 7	Depression and suicidality
Feb 14	Anxiety Disorders
Feb 28	Post-traumatic stress disorder
March 7	Eating Disorder
March 14	Autism Spectrum Disorder
March 21	Schizophrenia Spectrum Disorders
March 28	Culture, gender, family factors
April 4	Youth Mental Health – Future Directions and Wrap-up

**Course Assignments and Tests:**

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Weekly posted discussion questions	All weeks except week 1 and when	10%	1, 2,
Contributions to weekly discussion	Throughout semester – each student leads discussion for a week	10%	1, 2, 4
Clinical Case Analysis	Feb 28th	25%	3, 6
Seminar Presentation	Various throughout term	25%	1, 2, 4
Controversial topics paper	March 28 <sup>th</sup> by 5 p.m.	30%	1, 2, 5, 6

**Additional Notes on assignments and evaluation:**

### Weekly Questions or Comments (10%)

Each week students will submit well formulated and thought provoking questions based on the seminar readings. Avoid posing obvious fact based questions or vague questions that cannot be addressed. Questions should enhance the class discussion and demonstrate that you have read the required readings for the week. Questions/answers must be received by me no later than 3pm one day prior to our class. In class we will take turns reviewing the questions and answers and this will structure our discussion.

### Contribution to class discussions (10%).

In addition to the submitted questions or comments, students are expected to contribute to class discussions throughout the semester. The submitted comments and questions will help enhance this discussion but additional, in class, contributions are also valued

### Clinical Case Analysis (25%)

This essay is designed to develop your skills in clinical analysis, developmental formulation and treatment planning. Begin by developing a clinical case. This can be drawn from your previous clinical experience (being careful to mask confidential information) in conjunction with readings. You may also develop a case analysis from sources such as Casebook in Childhood Behavior Disorders, Fifth Edition (Kearney, 2012 ), or via the web from Clinical Case Studies, SAGE.

Provide sufficient details on developmental history and symptom presentation. The material you present should be sufficient to complete a clinical analysis including developmental history, diagnostic workup and treatment plan. You will submit your analysis to me by February 28<sup>th</sup>. It should be no longer than 8 pages in length, double-spaced.

### Seminar Presentation (25%)

Presentations will begin in Week 3 (January 24<sup>th</sup>). You are to sign up for an present a 20-25 minute PowerPoint presentation to the class on either a focused research question or a subtopic related to the disorder under discussion for the week. Your presentation should be highly focused and present a precise set of sequenced arguments rather than a broad overview of a number of features of a particular disorder. Assume that your audience knows the relevant DSM criteria and have a broad understanding of the topic from their readings. Your presentation will be informed by the assigned readings but go beyond these and not provide an overview of them. Rather, you should select a specific, focused presentation of a single research question or theoretical model and your presentation should provide depth over breadth on your specific topic. Please include no more than 12 slides.

Controversial topics paper. (30%) due March 28th by 5 p.m.

This assignment will consist of a maximum 10-page, doubled-spaced paper focused on a specific controversial or provocative topic within the research and clinical literature on developmental psychopathology. You need to outline the controversy and critically review relevant and current research literature (e.g., within the last 8 years) that reflects this controversy. As well, I am interested in your thinking on the topic that you chose to review. State your position and justify it based on the current knowledge in the

## **Course Resources**

### **Required Texts:**

A list of required readings will be presented via Courselink during the first week of class.

## **Course Policies**

### **Grading Policies**

[Graduate Grade interpretation](#)

### **Course Policy regarding use of electronic devices and recording of lectures:**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

## **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: [Grounds for Academic Consideration](#)

### **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 [Graduate Calendar](#):

### **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. 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. 54335 or email [csdexams@uoguelph.ca](mailto:csdexams@uoguelph.ca) or the [Student Accessibility Services Website](#)

### **Course Evaluation Information**

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

### **Drop date**

The last date to drop one-semester courses, without academic penalty, is **March 10th** . For regulations and procedures for Dropping Courses, see [Current Graduate Calendar](#)