

PSYC*4460 Course Outline: Winter 2022

General Information

Course Title: Advanced Topics in Clinical and Applied Developmental Psychology

Course Description: This course is designed to provide students with an overview of clinical and applied developmental psychology through the lens of a clinical psychologist. Topics will include but are not limited to pediatric (child health) psychology, attachment relationships, non-suicidal self-injury, suicidal ideation, aggression, assessment, and counselling. A review of relevant theory and research will be interwoven through each topic, such as biologically based theories, and feminism. This course is intended primarily for honours students in psychology who plan to pursue further training in clinical psychology at the graduate level or who plan to work in a setting where knowledge of clinical developmental psychology would be an asset. Weekly class meetings will include didactic (lecture) from the course facilitator, small group discussions, and larger group activities. Smaller group discussions and projects will provide students the opportunity to critically engage with content from the lectures and readings. Students will engage in a range of activities, including group presentations, and writing reflection papers on a topic of class.

Credit Weight: 0.5 Credits

Academic Department (or campus): Psychology

Semester Offering: Winter 2023

Class Schedule and Location: Wednesdays 11:30 am – 2:20 pm, virtual format (i.e., zoom)

Instructor Information

Instructor Name: Stephanie Craig, PhD, C. Psych (she/her)

Instructor Email: stephanie.g.craig@uoguelph.ca (for emails, please include “4460” in the subject line)

Office hours: by appointment

TAs

Olivia Dobson, M.A. (she/her)

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Specific Learning Outcomes:

By the end of this course, a successful student will:

1. Have a better understanding of childhood and adolescent development.
2. Have gained knowledge about the clinical and applied qualities of developmental psychology.
3. Be able to extract and integrate information from assigned readings.
4. Have gained knowledge about theoretical orientations regarding developmental psychology.
5. Be able to respond to others' points and questions thoughtfully and respectfully.

Course Content:

This course covers issues and theories in clinical and applied developmental psychology with a focus on adolescent development. Topics will include environmental considerations (family, friends, school, sociocultural influence), pediatric (child health) psychology, common psychiatric diagnosis (mood disorders, anxiety, ADHD, behaviour problems) and an introduction to clinical theories.

The course format will include both lecture-based and more active/experiential learning. Attendance and participation are required. During lectures, I will use formal slides, excerpts from the media, videos, case highlights, discussions, and small-group activities. I will make slides for my lectures available in PDF format. While there will be overlap between the lectures and the readings, there will also be content that is unique to both.

Week	Date	Topic	Assignment
1	January 11, 2023	Intro and course overview	
2	January 18, 2023	Biological and Cognitive Changes	
3	January 25, 2023	Family and Attachment	
4	February 1, 2023	Culture, Gender, Sexuality, and Identity	
5	February 8, 2023	Peers, Bullying and School and Infographic discussion	Group presentation

6	February 15, 2023	Trauma and PTSD	Group presentation
7	February 22, 2023	READING BREAK	READING BREAK
8	March 1, 2023	Anxiety Disorders	Group presentation INFOGRAPHIC DUE
9	March 8, 2023	Mood Disorders and Suicidal Ideation	Group presentation
10	March 15, 2023	ADHD	Group presentation
11	March 22, 2023	Behaviour Disorders	Group presentation
12	March 29, 2023	Counselling: theoretical orientations	Group presentation
13	April 5, 2023	Justice-involvement for youth	Group presentation1, Group presentation2
14	April 14, 2023	No class	REFLECTION PAPER DUE

Assignments

Assignment or Test	Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Packback	10 weeks completed	10%	1-5
Participation	Weekly	10%	1-5
Infographic	March 1, 2023	30%	1-5
Group discussion and presentation	Weekly	40%	1-5
Group Work Reflection	April 14, 2023	10%	5

Packback Questions (10 weeks; 10% of final grade)

You will be required to contribute to online discussion forums on topics related to course content over 10 weeks. Active weekly participation in each online forum accounts for a total of 10% of your overall grade. In order to receive your points per week, you must post 1 question and 2 answers per week relevant to our class subject matter each week. In your responses, you are required to refer to one of the week's readings or lecture. You can also refer to other papers. Please use APA style when referring to readings (e.g., Craig et al., 2023) in your answers. You cannot split the weeks (ask one question one week and answer 2 the next), in order to get your full points you have to do all the components for that week.

The Packback Questions platform will be used for online discussion about class topics – registration is mandatory. You are required to complete 10 weeks. During the weeks where I lecture on a topic, please post on the week's topic related to childhood or adolescence. There are TWO flex weeks for you to catch up on your Packback if you were unable to complete it during the course. Those are 1) reading break and 2) the week after the course has finished. During these two weeks, you can post on any topic from the prior week's materials. That gives you a total of 14 weeks to complete your 10 Packback weeks. Meaning there are 4 weeks during the semester you can skip Packback.

Packback Questions is an online interactive discussion platform that provides students with immediate feedback on the quality of their submissions: <https://vimeo.com/163888277>. Access instructions are provided in CourseLink (cost is ≈\$29).

Class Participation (10%)

You are expected to attend all classes. As this is a fourth-year course, active participation in class is expected (10% of your final grade). Although the quantity of your ongoing contributions will be considered, the quality is particularly important. Participation in class discussion should reflect your completion of assigned readings and active engagement with lecture material. You will be expected to engage in group discussions using skills, including initiation of a topic or idea, clarifying and paraphrasing either content from the readings/class or from a member of the class, offering counter-arguments, demonstrating willingness to consider other perspectives, and generally engaging in a productive and critical discussion of course material. As I get to know each of you at the beginning of the course, make sure you introduce yourself! This will help me to effectively assess participation and engagement in group discussions.

As this course is online, we will be hosting discussions over zoom. At times, we will be splitting off into smaller breakout rooms to help facilitate discussions. At other times, we will be discussing in large class format. To help build a healthy classroom environment, it would be

very helpful to have cameras on. While I understand this is not always possible, I highly encourage you have cameras on at least during the discussion.

Infographic (30%)

Communicating information (SciComm) is an important skill in research. However, these days, information that cannot be consumed quickly is often passed over. This project is designed to help you learn how to accomplish quickly relaying information to the public. You will take at least one original research paper (i.e., not a review paper) and put the results into an infographic. You can use more than one paper if you prefer. The infographic can be on any aspect of adolescence from the course (e.g., mental health, peers, bullying, eating, physical activity, families etc.). You may work in partners for this project. More information about this project will be available on courselink and will be discussed during week 5 lecture. The final infographic will be worth 30% of your grade.

Group Media Presentation and Discussion (40%)

The clinical psychologist often plays a key role as a member of an interdisciplinary team. As such, working collaboratively in a group forms an important skill. Groups of 4 or 5 will be responsible for delivering a 1-hour presentation during one week from week 5-13.

Overview:

Students will work in groups to deliver class presentations focusing on and critically analyzing the portrayal of a mental health difficulty in television or film. Your group must rank order the topics listed in the syllabus for presentation weeks (Weeks 5-13) for what topic your group would like to present (i.e., if you want to present on Trauma, you will present during the Trauma week). The topic of the video will mirror the topic of the presentation (described later in the syllabus).

Presentation Preparation & Required Content:

Preparation:

- Upon forming your group, create a ranked list of topics that your group would like to cover from the course. **By January 18th, please submit a rank-ordered list of weeks in which your group wishes to present.** Given the range of topics and number of groups, you may not get your first choice. Bear in mind that becoming a clinical psychologist means having knowledge across multiple areas; further, if your topic is not your top interest, you may focus your infographic on a topic of high interest to you.
- Once your topic and presentation date are confirmed, identify a specific television show/film in which your chosen topic has been portrayed. You only need to identify one media portrayal per topic. Some topics may have numerous portrayals so just select one of these. Please be sure that each member of your group has watched the film or relevant

television episode(s) for your topic; this will help in preparation for the presentation and ensure everyone is on the same page with regard to the presentation requirements.

- Next, as a group, **identify at least 5 peer-reviewed journal articles not already in the syllabus** that pertain to your topic. Of course, you may use as many sources as needed. The sources are intended to inform the first part of the presentation (please see below). Ensuring your audience understands your chosen topic is conducive to ensuring a clear linkage to the remainder of the presentation.

Required Content for Presentations:

- Overview of your topic:
 - Diagnostic criteria (from the DSM-5) or official definition(s) if not a mental illness
 - Prevalence and demographic information
 - Coverage of major potential causes or theories
 - Recommended, research-informed treatments/interventions/preventions
- Portrayal and analysis of topic in popular visual media:
 - Next, analyze how the media portrayal compares with what you presented from the empirical literature. This should include the following:
 - Key similarities/accuracies of the media portrayal
 - Key differences/inaccuracies of the media portrayal
 - Implications of the media portrayal (i.e., the impact this may have on viewers). This can involve but is not limited to the potential impact on a) stigma more generally (good, bad, or both), b) people with lived experience (including internalized stigma), and c) others (e.g., families, romantic partners, peers, general public).
 - You may – but do not need to – present video clips. If you do, please avoid graphic/triggering content; you may consult with Dr. Craig as needed about this.
- Media Recommendations:
 - Finally, discuss how your group thinks the topic you've chosen *should* be portrayed in film or TV AND the corresponding media recommendations you have. This should include strategies that can work toward ensuring the media guidelines are followed.
- All presentations must involve your audience (e.g., via questions, an exercise, task). Your group can choose how to do this, but you must engage the class in some form of interaction.

Presentations – General Requirements:

- All presentations must use PowerPoint or Keynote as a visual aid. Slides must be submitted following your presentation via Dropbox. Given the use of a visual aid when presenting, the quality of slides is considered in the final grade as noted below.
- Presentations should be **no more than 45 minutes**. There should be an additional 15 minutes for questions from your classmates. If your question period goes over 15-minutes, this is okay.
- All group members must present and contribute to the development of the presentation.
- Please submit your slides on Courselink via Dropbox on the day of your presentation (under "Group Presentation"). You can do this after the presentation if you like.

Please note: While either PowerPoint or Keynote is required to guide your presentation, groups are welcome to add more content to their presentations in order to engage the audience and/or illustrate a concept or important issue. For example, you could use clips from the TV show or film your group selected. You could also use YouTube videos, interactive activities (e.g., skits, debates), a news story, a mock clinical session, a radio/TV interview, a short passage from a fiction or non-fiction book, a class debate, etc....options are really only limited by your ideas.

Grading Rubric: Will be made available on Courselink.

Group Workload Form: All group members must submit a group workload form on the day of your presentation. Please submit these via Dropbox. On each form, please indicate the percentage of group effort for each member in your group; group effort percentages must total 100% (e.g., if your group has 5 students who all contributed equally, you would put 20% by each person's name). Please provide an e-signature on your form by typing your name in the appropriate field. Workload ratings will be taken into account when assigning individual grades. Forms are available on Courselink. All students **MUST** contribute to group projects. If any group member(s) feels that a team member is not contributing over the term (e.g., not showing up for meetings, not completing tasks, not responding to email), and you have not had success managing the issue as a group, it is your responsibility to contact me. Please do not leave this until the last minute. In the event a student is not contributing, alternative options for grading will be discussed in accord with policy.

Group Work Reflection

Overview:

This is an individual grade (i.e., each student in each group submits 1 reflection) and involves writing a brief reflection discussing the group work you have engaged in over the semester. To write your reflection, draw on your own experience with the presentation and (if applicable) infographic and the process of working with a group. Examples of what you can discuss are

provided below in the grading description. The paper should be about 2-3 double spaced pages, not including a required title page.

It is important to do more than just provide a summary of what your group did for each project. Instead, reflect on your overall experience and the process of working with others. For instance, you could discuss: a) how you worked as a group to come up with ideas for the projects, b) your unique contribution(s) to the project, c) whether you learned anything about working with a group or about yourself, d) how you and your group resolved any difficulties/conflict (if applicable), e) the positive/challenging aspects of working with a group, f) your thoughts about working in groups in the future (recognizing, of course, that this is likely inevitable for most of you!), g) anything you might do differently in the future when working with groups, etc.

Due Date & Submission Instructions

Reflections MUST be uploaded to Dropbox no later than the end of day on April 14 at 11:59PM. If your reflection is not submitted by this time, it is considered late. A 10% per calendar day late policy will then take effect; after 5 days, the grade will be zero.

Course Resources

Required Texts: There is no text required for this course. Please note that a number of peer reviewed articles and textbooks chapters (online availability) will be assigned throughout this course and will be provided the week before each class. You can find a draft reading list on Courselink.

Courselink: Please get to know our course website on Courselink. It is your responsibility to keep up to date on materials and announcements posted on this website. Grades will be shared through Courselink and you will be asked to submit assignments using Dropbox.

Packback: See Packback description in assignments and on Courselink

Course Policies

General:

All students are required to check their @uoguelph.ca e-mail account regularly. 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.

Grading Policies:

Course assignments are strictly due on the dates outlined above. Late reflections will receive a grade of 0. Please note that these policies are binding unless academic consideration is given to

an individual student. The timeframe and due dates for all assignments are outlined in this course outline. Please note that issues related to technological malfunctions (e.g., “I forgot to hit submit,” hard-drive crashes, etc.) and leisure travel are not valid reasons for extensions. The only exceptions to these rules are for unforeseen, serious circumstances of personal illness or other issues.

Course Policy on Group Work:

This course has both individual and group work. Each group member is expected to contribute equally across components of the group assignment. If there is an issue or concern with regard to group work, it is your responsibility to first try and come to a resolution. If problems/concerns persist, it is your responsibility to contact me and let me know as soon as possible if your efforts have not been successful.

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. As this is a seminar class and to promote safety within class discussion, I will not be recording classes. If someone is away due to health or personal emergency, you may request that I record the lecture aspect of course, however, I may choose not to record certain aspects should I find it infringes on the class’s feelings of safety to explore ideas.

Course Policy regarding materials provided by instructor and her designates:

The material shared by the course instructor as part of this course, including copies of the lecture slides, are solely for the personal use of the authorized student and may NOT be reproduced, or transmitted to others, whether it is in their original format or a modified version, without the express written consent of the course instructor.

Policy on Emails:

Emails will usually be answered within 24 to 48 hours during weekdays. Emails will not be answered on weekends. It is possible that some emails that are not from a university address (e.g., @hotmail.com) may be treated as spam. The university expects you to check your U of Guelph email account regularly and us to use it to communicate with you.

Plagiarism and AI written work

I am aware that AI written work has become increasingly popular in the last few months. As this course uses Packback, they have specific software that detects AI written work and will flag any posts they believe is AI written. You will also be required to include references and applied knowledge to your responses to ensure AI is not used in your answers.

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:

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulationsprocedures/>

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:

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulationsprocedures/>

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 - <https://wellness.uoguelph.ca/accessibility> - as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email csdexams@uoguelph.ca or the Student Accessibility Services Website

<https://wellness.uoguelph.ca/accessibility>

Drop Date

The last date to drop one-semester courses, without academic penalty, is April 10, 2023. For regulations and procedures for Dropping Courses, see the [Schedule of Dates](#) in the Academic Calendar. <https://calendar.uoguelph.ca/undergraduate-calendar/schedule-dates/>

Additional Course Information

My Role and Responsibilities: My role is to familiarize you with core issues relevant to Clinical Psychology as it pertains to human development, children, and youth. I will come each week to class prepared with well-organized lectures and real-world examples from my own practice, case studies, or media clips. I will engage you to learn and be excited about developmental clinical psychology. I will support a sound learning environment that is free from judgment and undue criticism. I will model facilitation of healthy and active discussions concerning course content. I will be available to answer your questions regarding course content and assignments. I will adhere to the syllabus, in the exception of exceptional circumstances, wherein I will announce the change in class as soon as possible as well as on CourseLink.

Your Role and Responsibilities: Come to class, complete assigned readings, pay attention, and participate in class activities and discussions. I encourage healthy debate and discussion throughout the course, but you must also practice respectful participation strategies and show the ability to consider alternative perspectives. Put thought and effort into your individual and group coursework. Be a conscientious group member. Pay attention in class and remove irrelevant distracting stimulus. You may use a laptop in class to take notes and work on group assignments, but do not engage in activities that will distract anyone (myself included). Please read the syllabus before asking a question about the course or assignments.

Classroom Conduct: Please come to class on time and listen during lectures and while others are speaking. Cell phones should be turned off during class other than in emergency situations. Mute yourselves when you are not speaking. You may have your cameras on or off.