



Psychology 3130A – Developmental Psychopathology - Spring 2015 Department of Psychology

Location: MWF; 2:00-2:50 pm; B650

Course Dropbox: adjacent to C866

Instructor:

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Graduate Teaching Assistant:

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Course Description:

This course is designed to give students the opportunity to expand on the material covered at the second-year level by providing an in-depth introduction to the field of developmental psychopathology (the scientific study of atypical behaviour in children and adolescents). Developmental psychopathologists view atypical behaviour as normative development gone awry; therefore, atypical behaviours are evaluated within a stage-salient context. In keeping with this theme, the course is organized in a chronological fashion (i.e., from conception through to adolescence), and a wide range of topics will be discussed (e.g., genetic disorders, perinatal events, and environmental deprivation, to name a few). Students should note that the sociology of mental disorders in children, current legal policies, counselling for children and adolescents, educational practices, clinical diagnostic procedures, and complementary and alternative treatments for childhood behavioural disorders are NOT the focus of this course.

Course Prerequisites and Background Preparation:

The required prerequisites for this course are Psychology 2110 (Introduction to Child Development) and one other 2000-level course in Psychology or Neuroscience (3.0 credit hours). Students who do not have the prerequisites (e.g., verified transfer credits) may be deregistered without warning. In ***exceptional circumstances***, a prerequisite waiver will be considered for students who have adequate equivalent background. If you are considering requesting a waiver, you must contact Dr. Forgie prior to registering in the course. Submitting a request for a waiver does not guarantee that you will receive one; each case will be evaluated individually, and you will have to provide supporting documentation for prior courses not taken at the U of L. All students should note that listed prerequisites are the ***minimum*** requirements for this course, and regardless of specific background you are expected to have a working knowledge of the scientific approach to understanding behavioural development.

Required Readings and Textbook:

(1) **Required Readings**. There is no formal textbook for course content. Required readings (e.g., journal articles, book chapters, and weblinks) will be made available on Moodle.

(2) **Required Textbook**. Northey, M., & Timney, B. (2012). *Making sense in psychology: A student's guide to research and writing*. Don Mills ON: Oxford University Press.

Course Rules and Regulations:

All students are expected to have read assigned materials in advance of each class. Though attendance is not mandatory, you are responsible for any material that is presented in class, whether or not you choose to attend. Neither your professor nor your TA will provide you with lecture notes for missed classes. Cell phones **MUST** be turned off during the lecture and texting is absolutely prohibited. Students are permitted laptops or tablets for the sole purpose of taking notes or engaging in on-task activities. Should you choose to use your cell phone during the class, you will be asked to leave. Should you choose to use your laptop or tablet for off-topic activities, you will be asked to leave. Unless you are a student with special needs (see below), there is no reason to be doing anything else with your device during the lecture. Likewise, there is no reason for conducting a social chit-chat session. In addition, everyone (including me), is a bit late every now and then or needs to leave a bit early. Once class is in session you are not welcome to disrupt us with your late arrival or early departure. These behaviours are rude, disrespectful, and disruptive to students and professors alike. As per the University Calendar, Part 4, Section 5.h.1.: "*When a student disrupts instructional activities, the instructor may exclude the student immediately from instructional space and/or from future scheduled instructional meetings of that course pending further actions by the Dean.*", I will act in accordance with policy. All students are expected to be familiar with the entirety of Part 4 of the current University of Lethbridge Calendar that governs Academic Regulations, Policies, and Program Requirements (<https://www.uleth.ca/ross/academic-calendar/2014-15>).

Students with Special Needs:

If you have a documented condition that prevents you from fully participating in this course, including evaluation procedures, it is your responsibility to contact me regarding your individual situation. Please note that no accommodations will be given without official notification from the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>).

Course Information Online:

Moodle: All course information will be available from the Moodle LMS system and students will be able to track their standing in the course by accessing the Moodle grade book. Students should check the Moodle homepage daily for running updates to the course schedule and materials covered. All students are expected to be aware of copyright regulations regarding intellectual property and distribution of course material. With the exception of information that is freely available online, all course information should be treated as copyright protected. You are free to download and print a **SINGLE** copy of any materials posted for your use within Moodle, and you are free to take your own notes in class and from the readings (of course!). You are ***not permitted*** to distribute the information in any form to any other person, including turning in your material to the Students' Union Note Bank at the end of the semester. Once the information is in your hands, you are legally responsible for what you do with it. Audio recording, video recording, or taking still photographs of in-class activities or class members is ***strictly prohibited***. Doing so violates intellectual property rights and the privacy of your classmates and your professor who have not consented to have their voice/questions/image captured.

Email: Other than the running posts to Moodle, the primary method of communicating with students for general notices will be via in-class announcements or by email to the class listserv. Please check your U of L email account on a regular basis, or have that account forwarded to your preferred provider. Please do your best to remember to do regular housekeeping of your U of L account so that you do not miss important notices due to a full mailbox.

NB: Please note that neither your professor nor your TA will reply to any email that is not sent from your U of L account unless it is an emergency situation. Furthermore, you will not receive a reply to an email that does not include the course number and section in the subject header and your ID# and full name (as it appears on your registration) in the signature. Finally, you will not receive a reply to an

email regarding course information that has been made available in class, has already been posted on Moodle, is given within this syllabus, or if you are disrespectful in your wording.

Course Requirements:

(1) Exams (50% total). There will be three (3) in-class exams given throughout the semester, each of which will count equally towards 50% of your final grade. Exams will be based on both lecture content and readings. Exam format will consist of short-answer questions, short definitions, and multiple-choice/fill-in-the blank questions. Each exam is non-cumulative. There is no final exam for this course.

Exam 1: Monday, February 9

Exam 2: Friday, March 13

Exam 3: Friday, April 17

Penalty: If you fail to write an exam on the scheduled date you will receive 0%.

(2) Presentation (15%). Students will be responsible for giving a short, conference-length presentation in groups of two or three depending on enrollment. Each group/pair will be given a maximum of 15 minutes for their presentation (10 minutes for presentation plus 3 minutes for a question period, with length of time strictly enforced). The presentation is worth 15% of your final grade; 7.5% accorded to the group (i.e., each member will receive the same grade) and 7.5% accorded to your individual contribution. Regardless of group membership, all students are responsible for ensuring that the in-class presentation represents a cohesive group effort in both preparation and delivery. Details of this assignment will be posted on Moodle and will be discussed in class. **Students should note that one member of the pair/group must send an electronic copy of the presentation slides (Powerpoint or Keynote only), to forgie@uleth.ca by noon (12:00 pm) on the scheduled date.**

Penalty: Failure to actively engage with your group, to assist in the preparation of the presentation, or to deliver your part of the in-class presentation will result in a grade of 0 for 15% of your final grade. Should this situation arise, the group mark for the remaining members will be calculated without consideration of your performance.

NB: Scheduling Presentations and Assigning Groups. Though not a graded component of the course, every student is required to submit a hardcopy of the Presentation Scheduling Worksheet **NO LATER than 4:00 pm on Friday, January 16**. The purpose of asking you to complete the worksheet is to help me to form groups that consist of students who share topic interest, approach, level of analysis, and compatible schedules. Instructions for the worksheet (including templates) will be posted to Moodle. **No electronic submissions of the Scheduling Worksheet will be accepted.** Class on **Monday, January 19** will be devoted to a workshop in which students will be assigned to presentation groups/topics and dates. All registered students are expected to attend.

Penalty: If you fail to turn in the scheduling worksheet by the deadline you will not be slotted in to the presentation schedule (i.e., you will not be assigned to a topic, group, or date). If you turn in a worksheet, but fail to attend class on January 19 without prior notice, you will be dropped from the presentation schedule.

(3) Critical Abstract Assignment (15%). Each student is required to submit a written assignment consisting of a one-page, critical abstract of each of three (3) pieces of primary research published in reputable, peer-reviewed journals. Each abstract will account for 5% of your final grade. Though you are encouraged to explore any topic in the area of developmental psychopathology, all three articles must represent a cohesive topic and must be different than the topic you choose for your journal assignment (see below). You may choose the same topic as your presentation; however, you cannot work as a group for this assignment. Each student must choose their own articles and turn in their own original writing. Details of assignment requirements will be posted on Moodle and will be discussed in class. **This assignment is due NO LATER than Friday, February 27. Assignments turned in to the dropbox**

after 4:00 pm and incomplete assignments will be considered late submissions. There will be no opportunity to revise this assignment for a higher grade after this deadline; however, all students have the option of turning in a draft of one (1) abstract, formatted as per the assignment requirements, on or before **Friday, February 13 by 4:00 pm** to receive written feedback. Turning in a draft is completely voluntary and will have no bearing on the mark for your final assignment. No feedback will be provided on drafts turned in after this deadline.

Penalty: If you fail to turn in your critical abstract assignment by the final deadline, or you turn in an incomplete assignment, you will incur an automatic 25% deduction to your mark. Any assignment turned in more than 24 hours late will receive an automatic grade of 0.

(4) Journal Assignment (20%). Each student is required to submit a written assignment consisting of an essay explaining a single, piece of primary research (the target article) set into the context of the broader field. Though you are encouraged to explore any topic in the area of developmental psychopathology, you must choose a different topic than that of your presentation and critical abstract assignment. Each student must choose his or her own target article and turn in her or his own, original writing. Details of this assignment will be posted on Moodle and will be discussed in class. Following initial grading, all students will be given the option to submit a revised paper for a higher grade. First submissions of this assignment are **due NO LATER than Friday, March 27 at 4:00 pm in the course dropbox**. For eligible students who choose the option of submitting a revision of the journal article assignment, your second submission is **due NO LATER than Friday, April 24 at 4:00 pm. NO EXCEPTIONS & NO EXTENSTIONS**.

Penalties: If you fail to turn in the journal article assignment (or you turn in an incomplete assignment) by the first submission deadline you will incur an automatic 25% deduction to your mark and you forfeit your right to turn in a revision. Your reduced mark will account for 20% of your final grade. First submissions turned in more than 24 hours after the deadline will receive an automatic grade of 0 for 20% of your final grade. For revisions, you must turn in your original submission with your revised paper. Any eligible revision turned in after the final deadline without an original submission will not be graded; the mark recorded for the first submission will stand.

Policy for Re-scheduling of Exams and Penalties for Late Submissions: With the exception of extreme extenuating circumstances all students are expected to write the exams on the scheduled dates, to turn in assignments on time, and to deliver presentations on the scheduled date and topic. Supporting documentation must be provided for any request to re-schedule any course component. Should you find yourself in an extreme situation, please contact Dr. Forgie ASAP via email; otherwise, penalties will be levied as described above. There will be no opportunity to re-weight course components or to complete extra work to offset missed exams, missed presentations, late assignments, or poor performance on any other course component.

A Note on Plagiarism: Written assignments and presentation material will be graded under the assumption that students have read and understood the contents of Northey and Timney (2012); specifically here, Chapter 2 - *Ethical Issues in Research and Writing*. All assignments must be in your own words. Paraphrasing someone else's words or ideas, even if you reference those words, is plagiarism. Stringing together a set of phrases of direct quotes is not writing in your own words. All forms of plagiarism constitute a serious academic offense. Any case of suspected plagiarism will be dealt with severely, including the imposition of the maximum penalties allowable. The onus is on each student to understand what constitutes plagiarism and to take all steps to avoid it. It is also an academic offence to submit substantially similar work to two different courses for credit (see Part 4, Section 5 of the U of L Calendar regarding Academic Offenses).

Grading Scheme:

Letter grades will be assigned to all course components and final course percentages according to the following scale:

A+ ≥ 90	B+ 77 - < 80	C+ 67 - < 70	D+ 55 - < 60
A 85 - < 90	B 73 - < 77	C 63 - < 67	D 50 - < 55
A- 80 - < 85	B- 70 - < 73	C- 60 - < 63	F < 50