

Psychology 3130A – Developmental Psychopathology
Department of Psychology
The University of Lethbridge
Spring 2013

Location:

MWF, 10:00-10:50, PE275

Assignment Dropbox:

adjacent to C866. All written work may be submitted in class, or in the dropbox.

Instructor Information:

Dr. Margaret Forgie (Department of Psychology, D850)

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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 abnormal behaviour in children and adolescents). Developmental psychopathologists view abnormal 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), with specific disorders presented in the context of the age at which the disorder first emerges. A wide range of specific disorders will be addressed (e.g., perinatal stroke, autism spectrum disorders, conduct disorder, disorders of attachment, attention deficits, learning disabilities and depression, to name a few). General topics include theoretical models of atypical development and critical analyses of diagnostic systems and diagnostic criteria. Students should note that course content is directed towards understanding the disorder from all levels of psychological analysis (e.g., biological, cognitive, and social factors will be discussed).

Course Prerequisites:

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 that do not have prerequisite courses or equivalents (e.g., verified transfer credits) can be deregistered from the course without warning. In exceptional circumstances, a prerequisite waiver will be considered for students who have adequate equivalent background. Requests for a waiver must be submitted to me in writing prior to the end of the add/drop period (using the Prerequisite Waiver form that is available from the Registrar's Office). Submitting a request for a waiver does not guarantee that you will receive one; each case will be evaluated individually. Regardless of specific background, all students are expected to have a working knowledge of the fundamentals of developmental psychology and the scientific approach to understanding human behaviour.

Required Texts:

Mash, E.J., & Wolfe, D.A. (2013). *Abnormal Child Psychology, Fifth Edition*. Wadsworth/Cengage Learning: Belmont CA.

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

Course Rules and Regulations:

Attendance at lectures is not mandatory, yet each student is responsible for any material that is presented in class (content, as well as any announcements) whether or not you choose to attend. 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. Unless you are a student with special needs (see below), there is no reason to be doing anything with your device other than taking notes. Likewise, there is no reason for conducting a social chit-chat session during the lecture. These behaviours are rude, disrespectful, and disruptive to students and professors alike. In addition, everyone (including me) is a bit late every now and then (or needs to leave a bit early). Once class is session, however, you are not welcome to disrupt us with your late arrival or early departure. Should you have an ongoing situation that prevents you from arriving or leaving class on time, please contact me personally. Finally, do not abuse the class listserv by sending communications that are not relevant to this course.

NB. All students are expected to be familiar with Part 4 of the current University of Lethbridge Calendar that governs Academic Regulations, Policies, and Program Requirements. In particular, all students should be familiar with Sections 5 and 9 (note that Section 9 was updated online after the printing of the paper Calendar). <http://www.uleth.ca/ross/2012-13/calendar/part04.pdf#page=16>

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 an official letter from the Disabilities Resource Centre (<http://www.uleth.ca/ross/disabilities/index.html>).

Course Information Online:

Moodle: All course information will be available from the Moodle LMS system. This information includes assignment guides, worksheet templates, and class-by-class updates on the preliminary schedule and reading list appended to the syllabus. Students will be able to track their standing in the course by accessing the Moodle grade book. The running updates will include a brief synopsis of the material covered during each class and an abbreviated version of lecture slides. Updates will be posted after each class. Students should not assume that these summaries are adequate preparation for exams or for background knowledge with respect to assignments. **NB. It is the responsibility of all students to familiarize themselves with Moodle and to check the site on a regular basis.**

Email: Other than posts to Moodle, my primary method of communicating with you for general notices and points of interest to supplement course material 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 email 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 that relate to this course due to a full mailbox. Any requests for information pertaining to matters of a confidential nature (e.g., your particular standing in the course) must be sent from your U of L account, and you must include your ID# and your full name as it appears on your registration.

Course Requirements:

(1) Exams. There will be three exams in this course, each of which will account for 15% of your final grade. Exams will be based on both lectures and readings from the text and will consist of short-answer, definition, and multiple-choice questions. There is no cumulative final exam in this course. **With the exception of extenuating circumstances (e.g., illness, accident or bereavement), all students must write the exam on the scheduled dates. Supporting documentation must be provided for any request to re-schedule an exam.**

(2) Presentation. Students will be responsible for giving a short, conference-length presentation (10 minutes for presentation plus 3 minutes for question period). Students will present in groups of three (maximum time for the group is 15 minutes, with length of time strictly enforced by the instructor). The presentation is worth 20% of your final grade, with 10% accorded to the group and 10% accorded to each individual student's contribution. Approaches from all levels of psychological analysis are encouraged. Though not a graded component of the course, all students are required to submit a hardcopy of the Scheduling Worksheet (available from Moodle), **no later than in-class on Friday, January 18**. The purpose of asking you to complete the worksheet is to ensure that groups consist of students that share topic interest and compatible schedules. Regardless of group membership or topic of discussion, all students are responsible for ensuring that the final presentation represents a cohesive group effort. Details related to this assignment will be discussed during the introductory classes. Groups, topics and dates will be assigned in class on **January 21** (all students are expected to attend this class).

(3) Abstract Assignment. Each student is required to submit a written assignment consisting of a one-page, critical abstract of each of five pieces of original research published in a peer-reviewed journal. Each article should reflect your individual contribution to the presentation (i.e., the background research that you conducted). Each student will be evaluated individually and group members must not use the same articles. This assignment will account for 15% of your final grade and will be graded on a scaled pass/fail basis. Students that pass the assignment with their first submission will receive either 7.5% or 15%. Students that do not pass the assignment with their first submission will receive 0%. All students that do not receive 15% with their first submission may submit a revised assignment for re-grading. In other words, every student has the opportunity to achieve the full 15%. An assignment guide will be available from Moodle and will be discussed during the introductory classes (see attached course schedule). **First submission of this assignment is due by 4:00 pm on the day of your presentation.**

(4) Journal Assignment. Each student will submit a written assignment that consists of an essay explaining a single, original research article concerning any topic in the area of developmental psychopathology, but you must choose a different topic than that of your presentation. Approaches from all levels of psychological science are encouraged, and your target article must be a primary research paper that has been published in a peer-reviewed (refereed) journal within the last seven (7) years (i.e., 2006 or later). This assignment is worth 20% of your final grade. Following initial grading (according to the grading scheme given below), all students will be given an opportunity to revise their paper for a higher grade. An assignment guide will be available on Moodle and will be discussed during the introductory classes (see attached course schedule). **First submission of this assignment is due no later than Friday March 22 at 4:00 pm.**

NB. Late submissions of the Journal Assignment or the Abstract Assignment will result in a 25% penalty per day. Failure to deliver your part of the in-class presentation will result in a grade of zero percent (0%). Remaining members of the group will be graded as a group without your result. Course work will be graded under the assumption that all students have read and understood the contents of Northey and Timney (2012). In particular, all assignments must be in your own words. Paraphrasing someone else's words, even if you reference those words, is plagiarism. Plagiarism is a serious academic offense. Any case of suspected plagiarism will be dealt with severely, including the imposition of the maximum penalties allowable (please consult Part 4, Section 5 of the U of L Calendar regarding Academic Offenses).

Grading Scheme:

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

A+ (90+)	B+ (77-79)	C+ (67-69)	D+ (56-59)
A (85-89)	B (73-76)	C (63-66)	D (50-55)
A- (80-84)	B- (70-72)	C- (60-62)	F (< 50)

Important University Dates and Deadlines, Spring 2013:

Jan. 9 - First day of classes

Jan. 15 - Add/drop ends

Feb. 18, 20, 22 - No Classes - Reading Week

Mar. 15 - First Withdrawal Deadline (partial fees refunded; contact Academic Advising)

Mar. 29 & April 1 - No Classes - Good Friday and Easter Monday

April 19 - Last class meeting; Final Withdrawal Deadline including Withdrawal with Cause (contact Academic Advising)

Projected Course Schedule and General Reading List (as of January 9, 2013)Week 1: Jan. 9, 11

Introductory Classes - Course Information; Explanation of Course Requirements; Assignment Guides and the structure of the course Moodle site. All students are expected to attend these classes.

Lecture Topics:

Introduction to Developmental Psychopathology - Chapter 1

Weeks 2 to 5: Jan. 14, 16, 18*, 21**, 23, 25, 28, 30, Feb. 1, 4, 6, 8

*Friday, Jan. 18 - Paragraph of Interests due in class (hardcopy of the worksheet posted to Moodle)

**Monday, Jan. 21 - Presentation Workshop: groups, topics, and dates assigned (all students are expected to attend this class)

Lecture Topics:

Introduction to Developmental Psychopathology - Chapters 1 and 2

Assessment, Diagnosis, and Treatment - Chapter 4

Infancy and Toddlerhood I:

Intellectual Disability (Mental Retardation) - Chapter 9

Student Presentations Begin:

Feb. 4, 6, 8 - Student Presentations 1

Weeks 6 to 10: Feb. 11*, 13, 15, **18, 20, 22**, 25, 27, Mar. 1, 4, 6, 8, 11, 13, 15**, 18, 20, 22***

*Monday, Feb. 11 - Exam 1

**Friday, Mar. 15 - Exam 2

***Friday, Mar. 22 - Journal Assignments are due by 4:00 pm

Lecture Topics:

Infancy and Toddlerhood II:

Autism Spectrum Disorders - Chapter 10

Early Childhood I: Attachment Disorders, Neglect, Conduct Disorders, Disorders of Feeding and Elimination - Chapters 6, 12, and 14

Early Childhood II: Attention-Deficit Hyperactivity Disorder, Compulsive Behaviours, Communication Disorders and Learning Disorders - Chapters 5, 7, 10 and 11

Student Presentations:

Feb. 11, 13, **15** - Student Presentations 2

Feb. **25**, 27, Mar. 1 - Student Presentations 3

Mar. 4, **6**, 8 - Student Presentations 4

Weeks 11 to 14: Mar. 25, 27, **29**, **Apr. 1**, 3, 5, 8, 10, 12, 15, 17, 19*

*Friday, April 19 - Exam 3

Lecture Topics:

Middle to Late Childhood:

Anxiety Disorders - Chapter 7 and portions of multiple chapters (specific text references will be posted to Moodle)

Late Childhood and Adolescence:

Mood Disorders, Childhood Onset Schizophrenia, Eating Disorders, Sleep Disorders - Chapters 8, 10, 14, and 15

Student Presentations:

Mar. 25, **27** - Student Presentations 5

April 1, 3, **5** - Student Presentations 6

April **8**, 10, 12 - Student Presentations 7

Final Exam Period

Wednesday, April 24 - Final Revisions of the Journal Assignment and Abstract Assignment are due by 4:00 pm