



UNIVERSITY OF
CALGARY

Department of Psychology
Psychology 459 (L01) – Developmental Psychopathology
Winter 2009

Instructor:	Eric J. Mash, Ph.D.	Lecture Location:	A 253
Phone:	403-220-5570	Lecture Days/Time:	T Th/14:00-15:15
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Office:	A251D	Office Hours:	On request

Course Description and Goals:

Psychology 459 provides a critical examination of developmental psychopathology during childhood and adolescence, with an emphasis on the characteristics of disorders of development, their determinants, outcomes, and treatments. Current theories and research about the disorders and recent trends in treatment and prevention will be emphasized. Class presentations, debates, and discussions will provide coverage of *selected topics* relating to various types of developmental psychopathology including:

1. *disorders of behavior* (attention-deficit/hyperactivity disorder (ADHD), oppositional defiant disorder, conduct disorder)
2. *disorders of emotion* (anxiety and mood disorders)
3. *developmental and learning problems* (autism, mental retardation, communication and learning disorders)
4. *problems related to physical and mental health* (eating disorders, health related disorders, substance use disorders)
5. *problems related to family disturbances* (child abuse and neglect).

For each type of developmental psychopathology, we will consider issues related to its defining features, associated characteristics, possible causes, theories, research evidence, and current approaches to assessment and treatment. Since all of you will have had the child development (PSYC 351) and abnormal psychology (PSYC 385) courses, which are both pre-requisites for this course, the focus of developmental psychopathology will be on advanced research and applied topics that will build on your knowledge base and advance critical thinking about important issues in this area. In this context we will consider issues related to risk and resilience processes and competencies such as genetic factors, pre- and peri-natal conditions, nutrition, child temperament, social/academic adjustment, peer influences, caregiver responsiveness, caregiver stress, caregiver mental health, and family and broader social contextual factors.

We will trace possible developmental pathways from early infancy to early adulthood for each disorder and show how biological, psychological, and socio-cultural influences interact to determine outcomes. Depending on the interplay among these factors youth outcomes may be

positive (e.g., attentive, cooperative, empathic, securely attached, warm and open relationships with teachers and other adults, confident, socially adept in problem solving and moral reasoning, competent, engaged in meaningful relationships) or *negative* (e.g., neurodevelopmental delays, inattentive, aggressive, insecure, avoidant or disorganized attachment, irritable, anxious, depressed, impulsive, hyperactive, development of mental illness and co-occurring conditions).

The overall goal of PSYC 459 is the acquisition of knowledge about developmental psychopathology through a critical examination of current issues and research evidence related to the:

- (1) basic characteristics and determinants of different forms of developmental psychopathology in children and adolescents;
- (2) current conceptual frameworks for defining and understanding developmental psychopathology in childhood and adolescence;
- (3) current approaches to classification, diagnosis, and assessment;
- (4) theoretical and methodological issues associated with the study of developmental psychopathology;
- (5) current research findings on various types of developmental psychopathology;
- (6) current evidence-based approaches to treatment and prevention.

PSYC 459 is an issues-oriented course with a research and applied emphasis. The course is designed to strengthen the following core competencies: critical and creative thinking, analysis of problems, effective written and oral communication, gathering and organizing information and data, logical calculation, abstract reasoning and its applications, insight and intuition in generating knowledge, interpretive and assessment skills. These goals will be fostered by incorporating: experiential learning (e.g. class presentations and discussions, in-class debates, group projects); integration of research (e.g., research paper, journal article critiques); interdisciplinary emphasis (e.g., biopsychosocial framework, multidisciplinary approach to developmental psychopathology); and broad faculty/student and student/student interaction (e.g., discussion groups, group projects).

Required Text:

Mash, E. J., & Wolfe, D. A. (2009). *Abnormal child psychology* (4th ed.). Belmont, CA: Wadsworth/Cengage Publishing. [Available in University Bookstore]

Evaluation:

Grades will be assigned based on two in-class tests, a class presentation and annotated bibliography, and a term paper. Tests will consist of multiple choice, short answer, short essay, and essay questions. Class presentations/annotated bibliography will consist of student debates, panel discussions, a written handout, and journal article reviews on selected controversial issues related to the disorder for that week. Your term paper will focus on a specific issue or controversy in developmental psychopathology. A complete description and details for each of these assignments are provided on the class Blackboard under “Essential Course Information.” *It is highly recommended that you read this document prior to our first class* so that you can raise any questions you may have in class. Grades will be assigned based on the following percentages:

Assignment	Percentage	Due Date
Test 1	35%	March 3 M/W chapters 1-6, class presentations and discussions, class debates, class films.
Test 2	25%	April 2 M/W chapters 9, 10, 11, 13, 14, class presentations, class debates, and class films.
Class Presentation Written Statement and Annotated Bibliography	20%	TBA Day of your presentation before class.
Term Paper	20%	April 17 or earlier

Please Note: In order to manage the course, due dates for all class assignments are viewed strictly.

The time and location that is acceptable for the written statement and annotated bibliography to be handed in is at the beginning of class on the day of your class presentation. A copy of your written statement and bibliography must also be e-mailed to the instructor prior to this class. Missed class presentations will receive 0% credit.

A hard copy of your term paper is due on or before 4:30 p.m. on the last day of class (April 16). *Papers submitted after this deadline will not be accepted for grading (0% credit) so please be sure to begin work on your paper early in the term and to submit it before the specified deadline.* Term papers may be handed in after class or placed in the drop box outside of the Department of Psychology Office (A275). E-mailed term papers will not be accepted for grading.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. In this course there will be no rounding up of final grades, especially in light of the opportunities students have to increase their final grade via bonus credits.

Class Schedule, General Topics, and Assigned Text Chapters*

Date		General Topic	Chapters
January	13	Lectures Begin: Introduction to Course	1
	15	Theories and Causes	2
January	20	Research	3
	22	Clinical Issues	4
	23	Last day for registration and change of registration. No fee refunds after today.	
January	27	Attention-Deficit Hyperactivity Disorder	5
	29	Attention-Deficit Hyperactivity Disorder	
February	3	Conduct Problems	6
	5	Conduct Problems: Debate 1	
February	10	Anxiety Disorders	7
	12	Anxiety Disorder: Debate 2	
February	17	Reading Week – No Lecture	--
	19	Reading Week – No Lecture	--
February	24	Mood Disorders	8
	26	Depression: Debate 3	
March	3	<i>Test 1</i>	
March	5	Mental Retardation: Debate 4	9
March	10	Autism	10
	12	Autism: Debate 5	
March	17	Communication and Learning Disorders	11
	19	Learning Disorder: Debate 6	
March	24	Eating Disorders	13
	26	Eating Disorders: Debate 7	
March	31	Child Maltreatment	14
April	2	<i>Test 2</i>	
April	7	Child Maltreatment: Debate 8	
	9	Health-Related Disorders: Debate 9	12
April	14	Substance Use Disorder: Debate 10	pp. 370-375
	16	TBA	
		Last day to allocate research participation credits.	
	17	Lectures end. Last day to withdraw.	

* Note: Adjustments may be made in our class schedule and readings as required.

Grading:

Percentages below indicate the *approximate* standard required for each letter grade; some or all cutoffs may be lowered but will not be raised. In this course there will be no rounding up of final grades, especially in light of the opportunity students have to increase their final grade via bonus credit.

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence From A Test/Exam

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

Course Credits for Research Participation

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. A maximum of one credit (1%) may be applied to the student's final grade in this course. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation. The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **April 16, 2009**.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 220-5567.

Student Union VP Academic: Phone: 220-3911 suwpaca@ucalgary.ca
Student Union Faculty Rep.: Phone: 220-3913 socialscirep@su.ucalgary.ca

Important Dates

The last day to drop this course and still receive a fee refund is **January 23, 2009**. The last day to withdraw from this course is **April 17, 2009**.