

Psychological Disorders of Childhood and Adolescence

Department of Psychology, University of Victoria
Psychology 366 (A01), Spring 2021, CRN (22574)

Instructor: Abbi Graves

Office & Class location: Zoom platform

Contact: argraves@uvic.ca

Office Hours: Friday 11:30-12:30 & by appointment

Live Class Time: Tuesday 4:30 pm – 5:50 pm

Asynchronous Class: Thursdays

TEACHING ASSISTANTS

- **Nicole Legg**, nicolelegg@uvic.ca
- **Buse Bedir**, bbedir@uvic.ca

REQUIRED MATERIALS

- Textbook: Mash, E. J., & Wolfe, D. A. (2019). *Abnormal child psychology* (7th ed.). Cengage.

OPTIONAL MATERIALS

- Electronic resource: MindTap <https://login.nelsonbrain.com/course/MTPP3F6QJ24P>
 - MindTap Course Key: MTPP-3F6Q-J24P

COURSE WEBSITE

- Brightspace page: <https://bright.uvic.ca/d2l/home/53780>

COURSE DESCRIPTION

This course is designed to provide you with an introduction to current research and theory in clinical child psychology and developmental psychopathology. A variety of disorders that present in childhood and adolescence will be discussed in terms of etiology, assessment, classification, and treatment. Multiple theoretical perspectives as well as ethical standards will be covered. We will consider contextual factors including family, environmental, and sociocultural circumstances, as well as risk and protective factors. A primary focus will be placed on the applied aspects of clinical child psychology through: case studies, exposure to the roles different professionals play in assessment and treatment, and to the types of clinical presentations seen in both clinical child psychology and pediatric neuropsychology. This is a research-enriched course and will include applied opportunities to engage directly with research data collected at UVic. Of note, this course is not designed to teach students how to implement or conduct psychological assessments or treatment.

COURSE FORMAT

- This course is a fully online course. To encourage community building, you will be divided into peer learning groups of 5-7 students for live discussions during our scheduled class times. Each student is a valued member of their peer learning group and it is important that you show up for one another so you can get the most out of this course.
- This class does not feature traditional lectures in that I will not be speaking at you for 80 minutes during our class time. Instead, I will post pre-recorded mini-lectures on specific topics that will expand beyond the material in the textbook. Our class time will be used to discuss special topics,

expand on the textbook content, answer questions you may have, and discuss material in your peer learning groups.

- You are expected to read the required chapter (listed on the tentative schedule) and watch the pre-recorded lecture video(s) before class.
- In order to accommodate online learning, several of our class times will be deemed asynchronous. This means that I will post material for you to complete on your own. You can assume this material will take approximately as much time as it would take if we were meeting live.

WHAT YOU CAN EXPECT OF ME

- I am truly passionate about the topics in this course and have over 15 years of applied clinical experience with children and families across a wide range of disorders. I will aim to make the material as interesting and engaging as possible by providing you with applied examples and assignments whenever possible.
- I aim to be approachable and flexible, please reach out if you need something. I am always open to feedback because if you are struggling it may mean that I am not teaching you as well as I could be.
- It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs to be addressed both in and out of class, and that the diversity that students bring to this class be viewed as resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, and socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

WHAT IS EXPECTED OF YOU

- Attend the online classes—your attendance and active engagement is very important! You can actively engage in class by having your video on, asking questions, speaking up in the chat, participating in polls, engaging in your peer learning groups, and being courteous and respectful of others during class.
- If you do miss class, please email another student to find out what you missed, or post on the Brightspace Discussion Forum.
- Please remember that your online communication may more easily be misunderstood by others. In addition, you and/or your peers may be experiencing extra stressors during this unprecedented time. Please review the “Netiquette” information at the end of this document and pay extra attention to being courteous, respectful, and kind to both yourself and others.
- Students are required to abide by all academic regulations set as set out in the University calendar, including standards of academic integrity. Violations of academic integrity (e.g. cheating and plagiarism) are considered serious and may result in significant penalties
- Please feel free to reach out to me during the term. You can talk with me during office hours or by appointment at any time. If there is a problem that is negatively affecting your course performance, contact me as early as possible so that we can develop a plan to help you succeed in this class.

IF YOU HAVE QUESTIONS

- If you have questions I encourage you to post your question on the Brightspace forum or to ask your question during class. If you have a question, it is likely that other students may also have the same question.
- If you are unable to post your question to the forum (for any reason) please email myself, Nicole, or Buse directly. Please do not send questions through Brightspace.
- When you email me please include “PSYC 366” in the subject line. Please also include your full name and student number in every email. I receive a very large volume of emails and want to be able to find yours easily!
- I will aim to respond to your email within 48 hours on business days. If it has been longer than this, please send a gentle follow-up email.

PREREQUISITES

- PSYC 201 and PSYC 260 OR permission of the department
- Credit will be granted for only one of PSYC 366, PSYC 436
- It is your responsibility to ensure that you have all of the correct prerequisites before taking this course. If you choose to remain in a course for which you do not have the prerequisites you choose to do this at your own risk. Those who complete courses without prerequisites are not exempt from having to complete the prerequisite courses at some later date if such courses are required for the degree program.

ADMINISTRATIVE NOTES

- You are required to log into Zoom using your UVic associated email address to ensure you are granted access to our online classroom. This is to protect everyone’s privacy. More details will be provided prior to the first day of class.
- All course materials, including lecture slides, pre-recorded lectures, discussion forums, assignments, grading rubrics, and grades will be posted to Brightspace.
- All announcements and information regarding UVic policies (i.e., for academic integrity) will also be posted to Brightspace. Please review the University’s Policy on Academic Integrity.
- This course outline contains general information about the course. However, it is your responsibility to regularly check Brightspace for any updates.
- Learning online is likely new to many of us. I encourage you to look at the Learn Anywhere website (<https://onlineacademiccommunity.uvic.ca/LearnAnywhere/>) prior to our first class to obtain information about online learning at UVic. As well, you will receive an email prior to the first day of class with suggested online tutorials that you may wish to complete to facilitate your online learning.
- It is your responsibility to check your registration status by the drop deadline: January 19, 2021 (under review). The last day to add courses online is January 22, 2021 (under review). Course ads after this date will require an Undergraduate Course Change form and are subject to the approval of the Director of the Academic Advising Centre.
- Please review the attached information: Important Course Policy Information, Sexualized Violence Statement, and Wellness Statement.

COURSE REQUIREMENTS AND EVALUATION

Although grades are not everything, they are one way for you to demonstrate your knowledge of the course content. Final grades will be calculated based on the following specific elements:

Evaluation Component	Date	% of Grade
Participation	Ongoing	12%
Quizzes	Jan 21, Feb 4 & 13, March 4 & 18, April 8	25%
Discussion Forums	Feb 23, March 9, March 30	33%
Research Paper	Feb 22 (Outline), April 15 (Final Paper)	30%

***If you do not complete 2 forums and the research paper you will receive an "N" for the course even if your grade is above 50%.**

Participation (12%): A vital part of fostering our online learning environment is attendance to our 'live' lectures and discussions. Attendance will count for 30% of your participation mark and participation and engagement in your small-group discussions will account for 50%. The remaining 20% is based on your engagement in live classes and on Brightspace. Engagement includes speaking up in class, sharing in the chat, participating in polls, and discussion on occasional class forums (not the case study forums). Your group will be asked to submit a brief summary of your discussion. Please turn on your video and participate in the class polls and/or chat during our discussions. I understand that unexpected events may come up and thus you will be allowed to miss one class without explanation or an impact to your grade. However, in all other circumstances I expect you to contact your TA if you are unable to attend.

Quizzes (Best 5 out of 6 scores for a total of 25%): Quizzes will consist of material from the textbook, lectures, and supplementary materials using multiple choice and short-answer questions. Your best 5 out of 6 quizzes will count towards your final grade. Since you can miss one quiz and still complete the course requirements there will be no make-up quizzes available.

Note: For weeks that you have a quiz it will open on Brightspace on Tuesday at 6pm (after our live class) and will close on Thursday of the same week at 10 pm. You can take the quiz any time during this period but once you open the quiz it will only be available for a pre-set amount of time. I recommend that you complete the quiz in plenty of time to avoid last-minute technological problems. Please also ensure that you have a reliable internet connection before you open the quiz. It is expected that you do not share the quiz content with other students and that you complete the quizzes individually. Communicating with classmates regarding any aspect of the quiz or course once you being the quiz is not permitted. Posting or sharing the exam content, including quiz questions, or your answers both during and after submission is not permitted. Explicit instructions will be provided regarding what materials can be accessed during the quiz. Quizzes will include applied questions in lieu of rote memorization.

Case Study Discussion Forums (3 forums = 33%): Discussion forums will be completed within your peer learning groups. I will post a description of a case and you will be asked to post your conceptualization of the case as well as respond to the ideas of others. Since forums are open for more than one week,

there will be no make-up forums available except under extenuating circumstances. More information to be posted on Brightspace.

Research paper (30%): This paper will be an abbreviated version of an empirical research article. You will choose a topic of your choice (chosen from a pre-set list of topics), review current literature on this topic, and include your interpretation of research findings based on data provided to you. This paper is worth a total of 30% of your final grade: 5% for an outline of your paper to ensure you are on the right track, and 25% for your final paper (no more than 6-8 pages double spaced, not including references). More details will be provided on Brightspace.

Of Note: I reserve the right to use plagiarism detection software or other platforms to assess the integrity of student work.

ACCOMMODATIONS

- I will make every effort to accommodate the learning needs of all students enrolled in this course. Students should discuss any specific needs with me as soon as possible (i.e., within first 2 weeks of classes). If you have been impacted by the pandemic and may need accommodations please contact me as soon as possible, preferably before our first class. Some students may want to inquire with the Centre for Accessible Learning to see if registration is appropriate: <https://www.uvic.ca/services/cal/onlineservices/register/index.php>
- It is your responsibility to attend class and complete quizzes and assignments as scheduled. As a reminder, there will be no opportunities to complete make-up discussion posts or quizzes.
- Late assignments: For each 12 hours that an assignment is late, 10% of your grade on that assignment will be deducted. Assignments will not be accepted after 3 full days past the deadline and a grade of zero will be assigned. Exceptions will only be made under exceptional circumstances (e.g., serious illness, accident, family emergency) and when appropriate documentation is presented within 3 days of the due date. If you need an extension please speak to me about it before the deadline.
- If you have concerns about a grade, it is your responsibility to submit a written request for a review of your grade. However, prior to submitting this I encourage you to review the material you submitted and think through whether the mark is appropriate (outside of mathematical errors). Your written request needs to include your name, student number, description of assignment, and your specific reasoning for requesting a re-grade. You must make the request when the grade is posted, not at the end of the term or after your final grade is posted. **I will not review any grade or assignment if you contact me more than 1 week after the grade was posted on Brightspace.** Please be aware that I will first have the person who marked the assignment re-grade it. If that is not sufficient, you can request for me to review the grading. However, please be aware, that your grade may be increased, stay the same, or lowered.

GRADING POLICY

As per university policy, your final grade in the course will be based on your total percent score. Final grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example, a final grade of 89.5% will be rounded to 90%, whereas 89.4% will be rounded to 89%.

Grades will be assigned as follows:

A+ 90 -- 100%	B+ 77 – 79%	C+ 65 – 69%	F 0 – 49%
A 85 – 89%	B 73 – 76%	C 60 – 64%	N incomplete*
A- 80 – 84%	B- 70 – 72%	D 50 – 59%	

INTELLECTUAL PROPERTY

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. **Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act.** Violations may result in disciplinary action under the Resolution of Non-Academic Misconduct Allegations policy (AC1300).

NETIQUETTE (adapted from Dr. Michael Stevenson, University of Southern Maine, used with permission)

Our text-based communication is vital in this course because it is the primary--and sometimes only-- way we will connect with each other. Our discussions may lead to debate and disagreement, which is a great way to foster critical thinking, so it is vital that you feel comfortable expressing your opinion but also respect the ideas of others. Please be careful and considerate in all your communications. Carefully consider what you are saying and remember that your readers (fellow students and instructors) might not infer your intent. These are a few suggestions:

1. Take a moment to **re-read everything you write**--assume that it will be taken in the worst possible light. (Doing so will also provide you the opportunity to correct typos and other errors).
2. **Extend courtesy to others**--assume the most charitable light possible. Doing so will make communication easier and far more civil.
3. Keep in mind that the online medium is poor at conveying tone. What was intended as a joke may not always be read as such. (Irony is especially difficult to convey via email.) Please avoid using abbreviations (e.g., lol, imo, etc.), emoticons, and typing in ALL CAPS when posting messages to either myself or your peers.
4. If you feel angry or frustrated, **give yourself time before submitting a response**, possibly even overnight.
5. If you aren't sure how something will come across, ask someone else to read it over and give you feedback. Always re-read or preview messages in the discussion board or email before posting or sending them.

IMPORTANT DATES

January 12: First day of class- live Zoom session
January 19: Deadline to drop class for 100% reduction of tuition fees- date under view
January 22: Last day to add courses-date under review
February 9 : Last day to drop class for 50% reduction of tuition fees- date under review
February 28: Last day to drop the course without academic penalty
April 8: Last day of class

TENTATIVE SCHEDULE

Please note these dates are tentative and may change. Any changes will be posted on Brightspace.

Week	Date	Topic	Readings*	Evaluations
1	T Jan 12	Course Overview & Abnormal Psychology		Review Course Websites
	R Jan 14	Abnormal Psych ***asynchronous***	Ch. 1	
2	T Jan 19	Theories	Ch. 2	
	R Jan 21	Child Research & Executive Functioning (EF) ***asynchronous***	Ch. 3	Quiz 1 Due
3	T Jan 26	Child Research, EF; Research Paper Assignment Introduction	Ch. 3	
	R Jan 28	Classification & Diagnosis ***asynchronous***	Ch. 4	
4	T Feb 2	Classification & Diagnosis	Ch. 4	
	R Feb 4	Attention-Deficit/Hyperactivity Disorder (ADHD) ***asynchronous***	Ch. 8	Quiz 2 Due
5	T Feb 9	ADHD	Ch. 8	
	R Feb 11	Conduct & Behavior ***asynchronous***	Ch 9	Forum 1 Opens
	S Feb 13			Quiz 3 Due
6	Feb 16 & 18	Reading Week		
7	M Feb 22			Research Paper Outline Due
	T Feb 23	Autism Spectrum Disorder (ASD)	Ch. 6	Forum 1 Original Response Due
	R Feb 25	ASD ***asynchronous***	Ch. 6	Forum 1 Peer Responses Due
8	T March 2	LD & Communication	Ch. 7	Forum 2 Opens
	R March 4	Anxiety ***asynchronous***	Ch 11	Quiz 4 Due
9	T March 9	Anxiety	Ch 11	Forum 2 Original Response Due
	R March 11	Depression ***asynchronous***	Ch 10	Forum 2 Peer Responses Due
10	T March 16	Depression	Ch 10	
	R March 18	Trauma ***asynchronous***	Ch 12	Quiz 5 Due
11	T March 23	Eating Disorders	Ch 14	Forum 3 Opens
	R March 25	Substance Use & Eating Disorders ***asynchronous***	Ch 13, 14	
12	T March 30	Intellectual Disability & Genetics	Ch 5	Forum 3 Original Responses Due
	R April 1	Chronic Illness & Neuropsychology ***asynchronous***	Ch 13	Forum 3 Peer Responses Due
13	T April 6	Neuropsychology & Cognition	TBD	
	R April 8	Review, Q & A		Quiz 6 Due
14	F April 16			Research Paper Due

* Reading and viewing of recorded lectures should be completed prior to class*

*** asynchronous classes do not include live meetings; you complete them on your own time

BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php>

Counselling Services:

Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:

University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

www.uvic.ca/services/health/

Centre for Accessible Learning:

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:

Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Spring 2021

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the UVic Calendar September 2020.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction (See UVic Calendar, September 2020)

Refer to the course outline

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity (UVic Calendar September 2020). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar September 2020.

The definitive source for information on Academic Integrity is the University Calendar September 2020.
Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: <https://www.uvic.ca/services/counselling/success/study/index.php>
2. The Ombudsperson's office: <https://uvicombudsperson.ca/tips/plagiarism/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
3. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
4. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf