

Psychology 602
Developmental Psychopathology
Winter 2015

Instructor: Andrew Brankley, MA

Office: Jorgensen Hall, 822

Telephone: TBD

**Email is preferred for contact!*

Email: andrew.brankley@psych.ryerson.ca

Office hours: Monday 1:45-2:45

Mailbox: 9th floor Jorgensen Hall

Course Room: Kerr Hall East 121

Course Time: Mondays 3:10 PM – 6:00 PM

Class Size: 70 Students

Course Length: 1 semester

Prerequisites: PSY 302 and (PSY 11 or PSY 102 or PSY 105),

Antirequisite: PSY 32B, PSY 32

Version Date: January 24, 2015

Overview

Course Catalog Description

This course examines psychological disorders in children and adolescents, taking into account the developmental context in which such disorders occur. Topics include classification and assessment, anxiety disorders, depression, conduct disorders, attention deficit disorder, autism, schizophrenia, and eating disorders.

Instructor's Course Description

This course is an introduction to developmental psychopathology, which is the multilevel study of the origins and pathways of mental illness in youth. Material in this course is synthesized from biological (e.g., genetic, epigenetic, neurobiological, and evolutionary) and environmental (proximal and distal) considerations as they influence the individual's thoughts, feelings, and behaviour. This course also covers pragmatic issues concerning societal views of mental illness and the provision of mental health services to youth and their family. Readings were selected to provide students with a firm basis in theory and empirical findings. Lectures are dynamic opportunities for the students to increase their comprehension of the material through classroom discussion and activities. Assessment methods will challenge students to perform high level processing by synthesizing and evaluating issues related to the course material.

Learning Objectives

1. Explain dominant theories of psychopathology in childhood and adolescence.
2. Describe diagnostic conceptualization of common disorders in youth.
3. Identify assessment and treatment issues and critique proposed solutions.
4. Consider empirical support and limitations.
5. Evaluate popular beliefs and opinions concerning developmental psychopathology.

Assessment Methods

25% Reflection Paper 1
25% Reflection Paper 2
20% Midterm
30% Non-cumulative Exam
*4% Pop Quizzes, Bonus Marks

Reflection Papers – 25% each

Due by April 3rd 2015 at 11:59pm

Description. Students will be asked to complete two (2) reflection papers that build on aspects of lecture topics of personal interest. The purpose of these papers is to examine and evaluate popular beliefs and pseudoscience surrounding developmental psychopathology. For each paper, students must identify a popular opinion or issue of contention surrounding developmental psychopathology (e.g., the belief that “vaccinations cause autism”). Each paper will be divided into three sections. In the first section, students should concisely explain the most defensible version of this argument, making appropriate references to source material. Students may use media references to tackle popular topics. In the second section, students will analyze the argument they selected, identifying claims that are both supported and not supported by *empirical* research. In the final section, students should concisely present an alternative theory and evidence-based argument that better explains the issue at hand. The paper should be no longer than five (5) double spaced pages, not including title page and references, and must be in proper APA format. The papers may be on any topics covered in the course and must be submitted via *Turnitin* on Blackboard at any point up until the last day of the semester. If students have questions about the appropriateness of a paper topic, please feel free to contact the instructor for clarification. *For full assignment details please refer to “Reflection Paper(s) Handout”.*

20% Midterm Test – February 2nd; *Fourth Week of Class*

In the fourth week of class, students will complete a midterm test. The midterm is comprised of a combination of multiple choice and short answer questions. Questions may be based on course material for weeks 1 through 3, including lectures, films, and readings.

30% Non-cumulative Exam – *During the exam period, TBD*

Similar to the midterm test, the final exam is comprised of a combination of multiple choice and short answer questions. Questions may be based on **any** aspect of the course material occurring after the February 2nd midterm, including lectures, films, and readings.

*4% Pop Quizzes

Four (4) short quizzes will be randomly given over the course of the semester; each will be worth 1% for bonus marks. The quizzes will be given at the **end of class** and cover material from the week’s lecture and reading. The quizzes include two or three straightforward questions requiring the students to describe, label, name, or define core material. Each question will be marked out of two (2). A mark of “0” will be given if the question was not attempted or the given response bore no resemblance to the answer. A mark of “1” will be given if the response is partly correct but with notable omissions or inaccuracies. A mark of “2” will be given if the response is mostly or completely correct. Grades will be posted on blackboard one week after the quiz is completed. The purpose of the quizzes is to provide the instructor with opportunities to assess comprehension of core material. If issues are uncovered by the quizzes, a chance is provided to clarify material prior to test or examinations.

Course Policies

Academic Honesty: All work submitted in this class must be of your creation for the purposes of this course. No part of your exams or assignments should be shared with other students in this class. If you discuss another person's ideas in your paper, be sure to cite the ideas to that person. If you use another person's words, quote properly. Passing another person's ideas or words off as your own, even unintentionally, constitutes **plagiarism**. It is plagiarism to take a passage from one source and use it verbatim in your paper while just citing the reference (e.g., Smith & Jones, 2014). In this case, you must also indicate the page number the passage came from (e.g., Smith & Jones, 2014, p. 211) and put "quotations around the passage." It is also plagiarism to use material you created for another purpose for assessments in this course. Failure to adhere to this policy will result in an automatic "0" on your paper. More information about plagiarism and other academic integrity issues can be found at <http://www.ryerson.ca/academicintegrity/students/>.

Accommodations: For students who need accommodations, please contact the instructor and the Access & Learning Success Centre.

Attendance: Your presence is expected for all classes and examination. The lectures and readings will work together to help you better understand the topics that we will be covering.

Blackboard (<https://my.ryerson.ca>): Students taking this course must regularly use their blackboard account. This portal will be the means in which course updates will be disseminated (e.g., scheduling changes, grades, notes, lecture slides).

Classroom Ground Rules & Expectations:

1. Lecture slides will be posted in PowerPoint format the night before class.
2. Put cell phones on silent during class and, if you need to take a call, step out of class.
3. Food is okay in class. However, please avoid common allergens (e.g., nuts).
4. Computers are okay in class but, please avoid using them for non-lecture related purposes, as this is distracting to yourself and your fellow classmates.
5. Be respectful of others beliefs and opinions, even if you do not share them.
6. Use person first language when describing marginalized individuals.

Missed exams/late submissions: All exams/tests/quizzes are to be written during the selected times, unless a serious illness or some other emergency precludes doing so. In such cases, students must speak with me directly prior to (or immediately after: within 24 hours) the exam in question to make other arrangements. Relevant documentation from a legitimate source (e.g., physician) should accompany such requests. Work commitments do not constitute a legitimate reason for missed tests/late submissions. Papers submitted late will be deducted 5% for every 24 hour day following the due date.

Student Services Available at Ryerson University

Access & Learning Success Centre (<http://www.ryerson.ca/studentlearningsupport/index.html>)

Centre for Student Development and Counseling (<http://www.ryerson.ca/counselling/>)

English Language Support (<http://www.ryerson.ca/content/ryerson/studentlearningsupport/english-language-support/index.html>)

International Services for Students (<http://www.ryerson.ca/internationalservices/>)

Mature Students (<http://atwood.ryerson.ca/~mature/forum/>)

Student Conduct Office (<http://www.ryerson.ca/studentcode/>)

Lecture Plan and Readings

Date	Week	Topic	Required & Optional Readings
Jan 12	1	<ul style="list-style-type: none"> • Course Overview • Concepts of mental illness in youth 	Chapter 1; <i>Spitzer, 1999</i>
Jan 19	2	Theories of Developmental Psychopathology	Chapter 2
Jan 26	3	Biopsychosocial Models	Chapter 3
Feb 2	4	Midterm Test (20%) *Marks posted Feb 5, Drop Date Feb 6	All previous material
Feb 9	5	Classification, Assessment, and Intervention	Chapter 5
Reading Week			
Feb 23	6	Anxiety Disorders	Chapter 6
March 2	7	Mood Disorders	Chapter 7 (excluding Suicide, p. 171-177); <i>Roy, Lopes, & Klein, 2014</i>
March 9	8	Learning Disorders	Chapter 10
March 16	9	Autism Spectrum Disorders	Chapter 12 (excluding Schizophrenia, p. 329-337)
March 23	10	Attention Deficit/ Hyperactivity Disorder	Chapter 9
March 30	11	Antisocial Behaviour <ul style="list-style-type: none"> • Oppositional Defiant Disorder • Conduct Disorder • Criminal Behaviour 	Chapter 8 (excluding Substance Use, p. 204-208); <i>Dodge & Pettit, 2003</i>
April 3 11:59pm	*	Reflection Papers 1 and 2 (50%) Due Note: It is recommended to complete assignments well before due date.	
April 6	12	Unhelpful Emotion Regulation Strategies <ul style="list-style-type: none"> • Suicide & Self Harm • Eating Disorders • Substance Use 	Suicide: p. 171-177 Eating: p 357-367 Substance: p. 204-208; <i>Svirko & Hawton, 2007</i>
TBD, Exam period		Non-cumulative Exam (30%)	All course material

Readings

Wicks-Nelson, R. & Israel, A.C. (2015). *Abnormal child and adolescent psychology, with DSM5 updates*. (8th ed.) New Jersey: Prentice Hall. (Approximately \$198)

*Digital rental: <https://register.pearsoncmg.com/reg/buy/buy1.jsp?productID=324299> (\$55)

**A copy is available for a 2-hour loan at the Ryerson library (<http://www.ryerson.ca/library/>).

Supplementary Readings

American Psychiatric Association. (2010). *Publication manual of the american psychological association (6th ed.)*. Washington, DC: Author.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Washington, DC: Author.

Dodge, K. A., & Pettit, G. S. (2003). A biopsychosocial model of the development of chronic conduct problems in adolescence. *Developmental Psychology*, 39, 349-371. doi:10.1037/0012-1649.39.2.349

- Roy, A. K., Lopes, V., & Klein, R. G. (2014). Disruptive mood dysregulation disorder: A new diagnostic approach to chronic irritability in youth. *American Journal of Psychiatry, 171*, 918-924. doi:10.1176/appi.ajp.2014.13101301
- Spitzer, R. L. (1999). Harmful dysfunction and the DSM definition of mental disorder. *Journal of Abnormal Psychology, 108*, 430-432. doi:10.1037/0021-843X.108.3.430
- Svirko, E., & Hawton, K. (2007). Self-injurious behavior and eating disorders: The extent and nature of the association. *Suicide & Life-Threatening Behavior, 37*, 409-421. doi:10.1521/suli.2007.37.4.409