

# **Psychology 3130A – Developmental Psychopathology**

## **Department of Psychology**

## **The University of Lethbridge**

## **Spring 2012**

### **Location:**

M W F, 10:00-10:50, PE261

### **Instructor:**

Dr. Margaret Forgie

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Office: D850

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Office Hours: By individual appointment at a mutually convenient time and location.

### **Teaching Assistant: TBA**

### **Course Description:**

This course is designed to expand on the material covered in Psychology 2110A (Introduction to Child Development) by providing an in-depth analysis of current theories and research regarding atypical development in childhood and adolescence. In keeping with the theme that atypical development represents normative development gone awry, both the lecture material and readings from the text *Developmental Psychopathology*, will be focused on disordered development in a chronological fashion. In keeping with an interactionist perspective, topics will be addressed from multiple perspectives, and students are expected to understand the biological, cognitive, social, emotional and environmental influences that characterize and contribute to each disorder.

### **Course Prerequisite(s):**

The required prerequisites for this course are Psychology 2110A (Introduction to Child Development), and one other 2000-level course in Psychology and Neuroscience. Students must have Psyc 2110A or an equivalent. Regardless of specific background, all students are expected to have a solid foundation in the study of normative human development and the scientific approach to understanding human behaviour.

### **Required Texts:**

1. *Course Content*: Wenar, C., and Kerig, P.K. (2006). *Developmental Psychopathology: From Infancy through Adolescence*. McGraw Hill Publishers: Boston, MA.

2. *Supplemental Research and Writing Reference Guide*: For many years I have required students to purchase a reference text to assist with written assignments, presentations, and so forth. This semester, due to a change at the level of the publisher, several versions of the *Making Sense* Text are in current circulation. Those students that are purchasing this text for the first time should choose either Option 1 or 2 as listed below. Those students that have already purchased Option 2 do not need to purchase a new edition. Students that have already purchased and used Option 3 should consider upgrading their text as the revised versions reflect current writing conventions and Internet usage in research.

Option 1: Northey, M., & Timney, B. (2012). *Making Sense in Psychology: A student's guide to research and writing*. Oxford University Press: Don Mills, ON.

Option 2: Northey, M., & von Aderkas, P. (2011). *Making Sense in the Life Sciences: A student's guide to research and writing*. Oxford University Press: Don Mills, ON.

Option 3: Northey, M., & Timney, B. (2007). *Making Sense in Psychology and the Life Sciences: A student's guide to research and writing, Fourth Edition*. Oxford University Press: Don Mills, ON.

### Course Information Online:

Moodle: For new or returning students, the University of Lethbridge has replaced Blackboard/webCT with Moodle (<https://moodle.uleth.ca/>). Although all tests for this course will be written during class time, I will use Moodle to provide an online grade book to allow you to track your standing in the course. I will also post supplemental material (e.g., information sheets explaining assignment details and any lecture or reading material for topics that are not covered in the text). If you are not familiar with Moodle, please contact the CRDC. **NB: With the exception of students with special needs, or students that encounter extenuating circumstances (on an individual case-by-case basis), I will neither post my powerpoint slides to Moodle nor distribute them in any other way to the class.**

Email: My primary method of communicating with you for general notices and points of interest to supplement lecture material will be via email and in-class announcements. Please check your U of L email account on a daily basis, or have that account forwarded to your usual email provider. Please do your best to remember to do regular housekeeping 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. Please include your student number and your full legal name as it appears on your registration. Please do not abuse the class listserv by sending communications that are not relevant to this course.

### Course Requirements:

(1) Tests. There will be three tests in this course, each of which will account for 15% of your final grade. Tests will be based on both lectures and readings from the text and will consist of short-answer, definition, and multiple-choice questions (see attached course schedule for exam dates). There is no cumulative final exam in this course. **With the exception of extenuating circumstances (e.g., illness), all students must write the exam on the scheduled dates. You must provide supporting documentation (e.g., a doctor's note) should you miss an exam.**

(2) Oral Presentation. Students will be responsible for giving a short, conference-length presentation (10 minutes for presentation and 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). This presentation will be worth 20% of your final grade, with 10% accorded to the group and 10% accorded to each individual's contribution. Approaches from all levels of psychological analysis are encouraged (e.g., depending on your interests, you might choose to focus on the genetics of a disorder or you might choose a topic in clinical psychopathology). All group members are responsible for ensuring that the presentation is a cohesive group effort. Details related to this assignment will be discussed during the introductory classes and in an in-class workshop (see attached schedule). **One member of the group MUST provide me with an electronic copy of your final presentation slides (Keynote or Powerpoint only) by 10:00 am on the day of your presentation.**

(3) Abstract Assignment. As a companion to your presentation each student must submit a written assignment that is adapted from several standard abstracted and annotated formats. The assignment consists of writing a one-page, critical abstract of each of five (5) primary research articles that address the

same topic as your presentation. The articles must have been published in a peer-reviewed (refereed) journal within the last six (6) years (i.e., 2005 or later). This assignment will account for 15% of your final grade and will be graded on a sliding pass/fail basis. Students that pass the assignment with their first submission will receive 15% toward their final course percentage. Students that do not pass the assignment with their first submission will be given ONE opportunity to submit a revision for full marks. An information sheet for this assignment 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 4:00 pm on the day that you give your presentation. Assignments may be handed in during class time or placed in the dropbox located adjacent to D866.**

(4) Journal Assignment. Each student will submit a written assignment that consists of an essay explaining a single, original research article (hereafter, the target article) concerning any topic in the area of developmental psychopathology, BUT THE TARGET ARTICLE MUST NOT be one that you used for your abstract assignment. As with the presentation and the abstract assignment, approaches from all levels of psychological analysis 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 six (6) years (i.e., 2005 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 information sheet for this assignment 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 4:00 pm on March 19. Assignments may be handed in during class time or placed in the dropbox located adjacent to D866.**

**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%) for both portions of the mark. Your group will be graded without your result. Students that contribute little to the group presentation will have their mark adjusted accordingly. All assignments will be graded under the assumption that all students have read, and understood, the contents of the *Making Sense* text. 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 the current U of L Calendar regarding academic offenses).

### **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>).

### **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)