



Psychology UNIVERSITY OF TORONTO

Thursday 2pm-5pm, SS 1072

Contact Information



Instructor :

Mireille Babineau, Ph.D., Psy.D.
Assistant Professor of Psychology, Teaching Stream, CLTA
University of Toronto, St. George
mireille.babineau@utoronto.ca

Office Hours:

Monday 11:30am-12:30pm (SS 4030 and online)
Other office hours will be held before tests/assignments

Teaching Assistant:

Margot Frayne – margot.frayne@gmail.com

Office Hours: To be held before and after tests/assignments; TBA on Quercus.

Course Description, Goals, and Prerequisites

This course focuses on cognitive and neuropsychological aspects of neurodevelopmental and psychiatric disorders in children from clinical and theoretical perspectives. Students will be provided with opportunities to read and discuss recent empirical and theoretical work on various topics related to childhood psychopathology.

The primary objective of this course is to give you a deeper understanding of child development and psychopathology and to foster critical thinking about those fields. You should expect to gain an understanding of the questions that motivate clinical research, and you will be pushed to think critically about the methods, results, conclusions, and theories in the field.

Using the DSM-5 diagnostic criteria, you will learn the core features of each disorder and the assessment methods used to determine clinical significance for these conditions. Other course goals include learning the major etiological theories, clinical and behavioral manifestations, and treatment approaches for each condition covered.

Prerequisite: PSY201H1/ECO220Y1/EEB225H1/GGR270H1/POL222H1/SOC202H1/STA220H1/STA238H1/STA248H1/STA288H1/PSY201H5/STA215H5/STA220H5/PSYB07H3/STAB22H3/STAB23H3/STAB57H3, and one of PSY210H1/PSY210H5/PSYB20H3 or PSY230H1/PSY230H5/PSYB30H3 or PSY240H1/PSY240H5/PSYB32H3

Exclusion: PSY341H5. It is your responsibility to ensure that you have met all prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites **you will be removed**. No waivers will be granted.

Reading Material/Textbook(s)

Weis, Robert (2020). *Introduction to Abnormal Child and Adolescent Psychology*. SAGE Publications.

*E-version: <https://bookshelf.vitalsource.com>

Some classes have assigned additional research articles. These articles will be made available either directly on Quercus approximately a week in advance. You are responsible for announcements and material posted to Quercus: <https://q.utoronto.ca>

Lecture Slides

In order to supplement your notetaking, I will post a pdf of my lecture slides under Quercus > Modules > Week X. In most cases slides will be posted by noon on the day of the lecture, but in some cases they will not be posted until minutes before the lecture, so that I can present the best possible slides to aid my presentation of the material in class.

Course Evaluation/Marking Scheme

| Evaluation | Weight | Dates |
|-----------------------------------|--------|---------------------------|
| Paper review | 15% | October 6 th |
| Paper Topic Proposal & Discussion | 5% | November 17 th |
| Term paper | 25% | December 1 st |
| Midterm Test | 25% | October 20 th |
| Final Test | 25% | TBA |
| Participation | 5% | Entire semester |

All assignments must be submitted on Quercus. Further details will be posted in Quercus > Modules > Assignments when these assignments go out to the class.

Paper review (15%): Review of a meta-analysis on a childhood disorder covered in class. A brief 4-page maximum assignment (double-spaced) designed to familiarize students with recent research questions. Students can choose to discuss factors that are not present in the DSM-5 criteria but are highly relevant for the diagnosis of a specific childhood disorder based on a recent meta-analysis. Students are welcome to validate their chosen meta-analysis beforehand.

Term Tests (25% each, 50% total):

There will be two tests, a midterm held during class time on February 15th and a final test held during the exam period. The first test will focus on material presented in the first half of the semester. The second test will focus on material presented in the second half of the semester.

Topic proposal for the Term paper (5%): You will submit a 2-page description of your topic for the term paper. You will give a summary about the character you have chosen and present the main empirical paper you found on the subject. On March 15th you will discuss your proposal during class.

If a student misses the submission deadline, a declaration of absence on ACORN must be submitted. If the Topic Proposal is turned in late without a justification (either from an illness, a long-term medical condition, or exceptional personal circumstances; see below for more information), there will be a **5% penalty for every 24-hour period** or portion thereof. Assignments will not be accepted 5 days after the due date. Note that for other assignments, you can choose to use your **Free days** (see below).

Term paper (25%): A 9-page maximum assignment (double-spaced) designed to help students apply the knowledge of assessment and diagnostic criteria in the course. Students will argue in favor or not of a DSM-5 disorder being applied for a fictional child or adolescent character depicted in a recent TV show/movie using observable examples from the medium selected. The assignment should also include a literature review of recent research investigating the etiology of this disorder (that is relevant to the character) and discuss a relevant and evidence-based model/account of this disorder.

Participation (5%)

Vygotskyian social learning theory emphasizes knowledge and conceptual gain through peer-to-peer dialogue. To share knowledge and clarify some misunderstanding or misconceptions of the material discussed in class, students are encouraged to actively participate to discussions outside of the classroom. As a way of implementing this practice, students can ask questions related to assignments or test material and/or try to answer each other's questions. Both types of intervention (question or answer) are worth 0.5pt. To get the maximum points (5%), students should **ask or answer a minimum of 10 questions** during the entire semester. The TA (and myself) will closely monitor the *Discussion Board* to ensure that peers' answers are correct.

Video Recording

Do not post course materials on third-party websites or make recordings without permission. Please be aware that course lectures and lecture materials are the property of the course instructor. Copying lectures and/or lecture slides is for personal use only. Selling or posting recordings or slides to a third-party website or Facebook class page is a violation of the instructor's intellectual property and is strictly prohibited.

Office Hours, Email and Course Communication

Please feel free to 'visit' me or the TA during our office hours. These are hours that we dedicate to being available to answer questions pertinent to the class – you do not need to make an appointment. I will be happy to answer any question to clarify your understanding of the readings and lecture material during my office hours. I also generally

reserve the last few minutes of class to answer student questions.

The TA's office hours will be focused on helping you prepare for assignments and will be concentrated in the weeks leading up to assessments. If you have specific questions about an assignment or test, you should attend the TA's' office hours, or request a meeting. TA hours will be announced in class and on Quercus at least a week in advance.

Questions pertaining to the syllabus, course material, and assignments are best shared with the class. You should be prepared to ask these questions during class or on the Quercus discussion board. This way, all students will benefit from the reply, whether from the instructor, TA, or your fellow students.

Email Policy

I limit the use of email in my teaching, because I believe that encouraging you to meet with me and the TA 'in person' will foster a more collegial atmosphere and improve learning. Use email only to ask simple questions requiring a reply of 2 sentences or less. If your email requires a longer response we will ask you to schedule a meeting or visit office hours.

Inquiries about grading should be directed to the TA: Any other emails should be sent to both the TA and the instructor (mireille.babineau@utoronto.ca). Please allow a minimum of 2 business days response time.

Please help us to respond quickly and effectively to your emails by using the subject line PSY341: Reason for Email (e.g., "PSY341: Question about the test"). Send your emails with your U of T email address. Emails not sent from a U of T account are not guaranteed an answer. Please follow these guidelines to prevent your email from being accidentally labeled as spam.

Late/Sick Policy

Specific Medical and Personal Circumstances

If you become ill and it affects your ability to do your academic work, consult me right away. I will ask you for medical documentation in support of your specific medical circumstances, as discussed below. There may also be times when you are unable to complete course work on time due to non-medical reasons. In this case, I will ask you to meet with your College Registrar's office, as discussed below. Special accommodations can be made for students who are experiencing inordinate difficulties due to the COVID19 pandemic.

(1) For **uncomplicated medical issues**, students should declare their absence through ACORN. I will accommodate any absence in the same way I would in pre-covid times for an illness (e.g. supply my slides, recommend that you get notes from a classmate, schedule a make-up assessment, reweighs assessments).

(2) For **more complex medical issues** (e.g., long-term illness or injury), **non-medical issues** (e.g., family emergencies) & **any situations for which the above criteria for medical documentation cannot be met**, I ask students to meet with their College Registrar. Your registrar can support you in requesting extensions or accommodations, and importantly, connect you with other resources on campus for help with your situation. If the registrar believes an extension or accommodation is appropriate, they can contact me directly to ask for special consideration on your behalf.

Free Days

Everyone gets three free late days which can be used at your discretion on the blog post or the final paper. A free day will be used for each 24 hours (or portion thereof) that an assignment is late. Handing in assignments any time after 11:59pm on Thursday counts as 1 day late and handing them in after 11:59pm on Friday counts as 2 days late. You cannot save free days, if you turn in your blog post three days late, then your free days are used up for the semester.

If you are submitting late, the time at which your assignment is considered submitted is based on the online timestamp. Please email the TA once you have submitted the online copy and include your full name AND student ID and the number of free days used. Free days cannot be used for the topic proposal, as this needs to be ready for the in-class peer assessment. **Students who do not use any free days will receive 1% extra credit.**

Missed Term Tests

If a student misses a term test, cannot complete the make-up term test, and can provide acceptable documentation, their remaining term test will be reweighted. Exceptional circumstances that lead to missing both term tests will be handled on a case-by-case basis, with input from the student's registrar.

Examination Policy and Re-grade Requests

Missed Midterm Examination Policy:

A make-up midterm examination will be held approximately 2 weeks after the date of the regular midterm. Students will be permitted to take the make-up exam only if they were absent on the date of the midterm exam due to a verified illness, a serious family emergency (e.g., death of a close family member), or religious observances. For absences due to illness, students must declare their absence on ACORN. Students who miss the midterm exam must contact Mireille Babineau via email within one week of the midterm date. Students who do not follow these instructions may not write the make-up midterm exam. In addition, those students who miss the make-up midterm exam will not have another opportunity to receive a grade for this evaluation.

Midterm Viewing and Requests for Re-grading: A midterm viewing will be held once both the midterm and make-up midterm has been completed. Requests with appropriate justification for the re-grading can be made at this time and within 2 weeks of returning

the midterm/assignment. Potential outcomes include the grade remaining the same, the grade being raised, or the grade being lowered. Because the final exam for this course is restricted, you must submit a formal viewing request to the Faculty of Arts and Science (<http://www.artsci.utoronto.ca/current/exams/examview>)

Academic Resources

Accessibility Needs:

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) (www.accessibility.utoronto.ca) at the beginning of the academic year. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your medical situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your condition with any instructor, and your instructors will not reveal that you are registered with AS.

Writing:

As a student here at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit <http://www.writing.utoronto.ca/>.

Academic Integrity and Plagiarism:

All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me or your TA for advice on anything that you find unclear. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at www.writing.utoronto.ca/. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see <http://www.artsci.utoronto.ca/osai> and <http://academicintegrity.utoronto.ca/>

Other Resources

Student Life Programs and Services (<http://www.studentlife.utoronto.ca/>)

Academic Success Services (<http://www.studentlife.utoronto.ca/asc>)

Counselling and Psychological Services (<http://www.studentlife.utoronto.ca/hwc>)

Community Safety Office (<http://www.communitysafety.utoronto.ca/about-us.htm>)

Family Care Office (<https://familycare.utoronto.ca/>)

First Nations House (<http://www.studentlife.utoronto.ca/fnh>)

Your safety and wellbeing are paramount while you are at the University of Toronto. If you or someone you know is experiencing distress, you can call Campus Police at 416-978-2222, use distress center lines (e.g., Good2Talk 1-866-925-5454), or if the situation is urgent, call 911 or seek out the nearest emergency room. For more info, visit:

<https://www.studentlife.utoronto.ca/feeling-distressed>

Original

Students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Religious Accommodation

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of backgrounds, cultural traditions, and spiritual beliefs. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Course Outline/Schedule

| Date | Topic | Assignments |
|------------------------|--|---|
| Sept. 8 th | - Course overview and requirements - The causes of Childhood Disorders | Reading: Chapter 2 |
| Sept. 15 th | - Intro to meta-analyses (relevant info for your first assignment) - Assessing and Treating Children's Problems | Reading: Chapter 4 |
| Sept. 22 nd | Neurodevelopmental Disorders: Intellectual disability | Reading: Chapter 5 |
| Sept. 29 th | Neurodevelopmental Disorders: Autism Spectrum Disorder | Reading: Chapter 6 & research article: MacDonald et al. (2007). |
| Oct. 6 th | Neurodevelopmental Disorders: Communication and Learning Disorders | Reading: Chapter 7 Review due at 11:59pm |
| Oct. 13 th | Neurodevelopmental Disorders: Attention-Deficit/Hyperactivity Disorder (ADHD) | Reading: Chapter 8 & research article: Van den Driessche et al. (2017) |
| Oct. 20 th | Midterm | |
| Oct. 27 th | Behavioral and Emotional Disorders: Conduct Problems | Reading: Chapter 9 |
| Nov. 3 rd | Behavioral and Emotional Disorders: Depression, Suicide, and Self-injury *This lecture will be pre-recorded | Reading: Chapter 13 |
| Nov. 10 th | Reading week | |
| Nov. 17 th | Behavioral and Emotional Disorders: Anxiety and Obsessive-Compulsive Disorders | Reading: Chapter 11 Topic proposal due at 2pm (bring to class) & discussion |
| Nov. 24 th | Behavioral and Emotional Disorders: - Trauma- and Stressor-Related Disorders | Reading: Chapter 12 |
| Dec. 1 st | Behavioral and Emotional Disorders: - Eating Disorders | Reading: Chapter 15 Term paper due at 11:59pm |
| TBA | Final Test | |