

PSY341H1F: Psychopathologies of Childhood
Fall 2023, Mondays 6-9 pm, UC 85 (University College).

Contact Information

Instructor:

Keren Epstein-Gilboa PhD (Psych), MEd, BSN, RP, RN, FACCE, LCCE, IBCLC, RLC

Email: keren.epstein.gilboa@utoronto.ca

Office hours: 4:50-5:50 Mondays. Appointment necessary. Location TBA

Students may contact Dr. Epstein-Gilboa via email.

Teaching Assistant

Xiao Min Chang MA, Ph.D candidate

Email: xiaomin.chang@mail.utoronto.ca

Office Hours and location: Please book appointment for zoom meetings

Course Description, Goals, and Prerequisites

Course Description

This course provides students with a basic understanding of psychopathology in children. During the course we will use various models to clarify challenges to children's mental health and function. We will discuss theories, clinical perspectives as well as research pertaining to child psychopathology. The ecological systems model (Bronfenbrenner, 1977) will be used as a means of clarifying systemic influences on psychopathology as well as on clinical perspectives and research in the field of children's mental health. The Diagnostic and Statistical Manual of Mental Disorders (DSM) will be used to provide students with a basic understanding of the categorization of disorders. The course will also discuss additional approaches to classification of mental health disorders, identification of causes, contemporary interventions and research. The course will include lectures, discussions and assignments that will help students think critically about the material.

Course Goals

By the end of course students should be able to:

- describe multiple protective factors that keep children healthy and risk factors that may contribute to psychopathology in children.

- describe multiple mental health disorders in children
- understand systemic influence on child development, psychopathology as well as on clinical perspectives and research
- demonstrate a basic understanding of classification, therapeutic work and research in the field of child psychopathology

Prerequisites:

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 the student's responsibility to ensure that they have met all prerequisites listed in the Psychology section of the A&S Calendar for this course. Students lack any prerequisites **will be removed**. No waivers will be granted.

Reading Material/Textbook(s)

Text book:

Weis, R. (2020). Introduction to abnormal child and adolescent psychology. (4th ed). Sage.
 E.version: <https://bookshelf.vitalsource.com>

Lecture Slides

Students will receive slides to supplement their notetaking. The instructor's and students' slides will be similar but not identical for copyright reasons. The instructor's slides will include images and videos that will not appear on the students' slides. It is important to attend class in order to see all of the audiovisual components of the course. The students' slides will be posted under Quercus > Modules > File > Week X. Slides will be posted on the same day as the class.

Lecture Recording-Lecture 3

One lecture in this course will be posted as a recording (Sept. 25, 2023). The recording will be available for one week on Quercus. It will be removed the following week. The recorded lecture is for the use of students in PSY341 alone. The material may not be copied or used for any purposes aside from providing students in PSY 341 lecture material.

****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

Course Evaluation/Marking Scheme

There will be a short paper assignment, a final paper, 3 class participation exercises, a mid-term test and a final test.

Evaluation	Weight	Dates	Class
Short Paper- The implications of an ecological systems approach for children with psychological disorders	15%	5:30 pm Oct.2, 2023	Class 4
Term Paper- Disorder in specific age group	25%	Nov. 27, 2023 5:30 pm	Class 10
Midterm Test	25%	Oct. 23, 2023 in class room	Class 6
Final Exam	30%	U of T Exam period Location and TBA	After class 12
Participation	5%	Sept. 18, 2023 Oct. 16 2023 Dec. 4, 2023	Class 2- 1 mark Class 5- 2 marks Class 11-2 marks

ASSIGNMENTS

Assignments will be discussed in class. Handouts will be provided for each assignment. Please check Quercus.

Assignments are to be submitted electronically on Quercus.

Please go to Quercus.

- Assignments- select the specific assignment-submit

Your assignments will be checked for possible plagiarism through a program associated with Quercus that is called "Ouriginal.

Assignments must be submitted by 5:30 on the date that they are due. Papers turned in late without justification (SEE U of T policy regarding illness, a long-term medical condition, or exceptional personal circumstances; see below for more information) will be penalized. There will be a **5% penalty for every 24hour period** or portion thereof. **Assignments will not be accepted 5 days after the due date.**

Grades-Grades will be available for viewing on the grades tab in Quercus.

1)First Assignment -Short Paper-15% due by 5:30 on Oct. 2, 2023 by 5:30

Describe an ecological systems approach to disorders in children and adolescents.

Students will describe an ecological approach to disorders in children. They will refer to Bronfenbrenner's model of ecological systems (1977; Crawford, 2020) . Discuss the topic using examples from peer reviewed literature. One should include at least 3 peer reviewed articles. Lecture notes and the course text may not be used as references. Papers must be two pages in length plus references. The paper may not exceed two pages. Writing beyond allotted amount will not be marked.

A handout with more detailed instructed will be posted on Quercus in the assignment section.

References.

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American psychologist*, 32 (7), 513.

Crawford, M. (2020). Ecological systems theory: Exploring the development of the theoretical framework as conceived by Bronfenbrenner. *Journal of Public Health Issues and Practices*. 4(2):170. doi: <https://doi.org/10.33790/jphip1100170> [accessed Sep 07 2023].

2)Term Paper-25% due on Nov.27, 2023 by 5:30 pm.

Discuss a disorder in children in a specific age-group

In this assignment students will discuss one of the disorders discussed during the course. Use a categorical explanation in your description of the disorder. Next, choose a specific age group and focus on the developmental and ecological implications of the disorder for children at this stage of development. Refer to assessment tools, treatment options and research. Ensure that your ideas are backed up by peer reviewed literature.

This paper is to be 5 pages in length double spaced with 12 point font plus reference pages. Writing exceeding the allotted 5 written pages will not read or marked. Students should include at least 6 peer reviewed references. There is no limitation on pages allotted for references. Lecture notes and the course text may not be used as references.

Please see handout that will provide more details about the assignment will be posted in the assignment section on Quercus. The handout will be posted later in the semester.

Mid-term test 25% and Final Exam 30 -55%

The midterm test and final exam will be comprised of the readings and material taught in class including lectures, discussion, exercises and videos. Not all of the material covered in the text will be covered in class. Lectures will include material that is not covered in the text. Students are responsible for all material covered in class and readings. The midterm will include material from class 1-6. The final exam will include material from class 7-12. The test is not cumulative however, material taught in the first part of the course is relevant for the second half. Students are advised to review notes from lecture 1-6 for the final exam. The test and final exam will include multiple choice and open questions requiring critical thinking of the material and an analysis of case scenarios or clinical vignettes.

Final Exam*****

The final exam will take place during the exam period. The exam period at U of T is from Dec. 9 – 20, 2023. It is the student's responsibility to be available for the entire exam period.

Participation 5%

Peer discussion facilitates the internalization of novel concepts. This course will include student participation in the large as well as small group discussions. Students will be able to obtain participation marks by engaging in small group discussions during specific classes. Three small group discussions will be marked. The dates are on the syllabus. Please bring pen and paper and submit a one page with main points made by your group during the discussion. Each group will submit one page representing their group effort. A hard copy of the one page of points as well as the name of group member names must be submitted by the completion of the exercise in class. Marks will be tabulated based on the points listed on your hard copy. All group members will receive the same mark for each separate exercise. Absent students will not be able to recover participation points without appropriate documentation (See policy below). Students who join the course after class 2 and the completion of the first participation exercise will be provided with a substitute exercise for participation discussion#1. They are responsible for contacting the instructor in this regard.

Course Webpage

The website associated with this course is accessible via <http://portal.utoronto.ca>

Our course webpage is **PSY341H1F** on Quercus. Please check Quercus regularly for messages about the course and handouts.

IMPORTANT COURSE POLICIES **PLEASE READ**

Office Hours, Email and Course Communication

Communicating with instructor-Dr. Keren Epstein-Gilboa

Students are welcome to meet with me during office hours. My regular office hours for the students in this course is on Mondays between 5-6 pm. I am not on the campus regularly so it is advised that one makes an appointment to ensure availability. Students may email me freely at keren.epstein.gilboa@utoronto.ca. You may contact me regarding any issue associated with the course. I will do my best to answer as quickly as possible during the week. Please do NOT use the email option on Quercus.

Communicating with the TA-Ms. Ms. Xiao Min Chang

You may communicate with the TA regarding issues associated with assignment preparation or to discuss a mark. Please present your inquiries regarding grading to the TA prior to contacting the instructor. Send your emails to the TA and CC the instructor. Please allow a minimum of 2 business days response time. TA hours will be announced in class and on Quercus at least a week in advance.

Email subject head and U of T email

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.

Communicating with the class

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.

Late/Sick Policy Specific Medical and Personal Circumstances

Consult the instructor immediately if you become ill and your illness affects your ability to do your academic work, consult the instructor immediately. Please confirm that your email has been received. You will be asked to provide documentation in support of your specific medical circumstances. The documentation can be an **Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form**. This form may only be used once by students in a semester, per course. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. You can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI. For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Examination Policy and Re-grade Requests

Missed Midterm test Policy:

Students who miss the midterm test must contact the instructor via email within one week of the midterm date. They must provide appropriate documentation (see section above on Late/Sick Policy Specific Medical and Personal Circumstances). A make-up midterm test will be held approximately 2 weeks after the date of the regular midterm. Students will be permitted to take the make-up test only if they were absent on the date of the midterm test due to a verified illness, a serious family emergency (e.g., death of a close family member), or religious observances. 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 midterm tests will be handled on a case-by-case basis.

Students who do not follow these instructions may not write the make-up midterm test. In addition, those students who miss the make-up midterm test 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

Academic Integrity at the University of Toronto

Please review academic integrity on Quercus and in the *Code of Behaviour on Academic Matters*.
<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>

The University of Toronto is deeply committed to the free and open exchange of ideas, and to the values of independent inquiry. As such, academic integrity is also fundamental to the University's intellectual life. What does it mean to act with academic integrity? U of T supports the International Center for Academic Integrity's definition of academic integrity (<https://academicintegrity.org/>) as acting in all academic matters with honesty, trust, fairness, respect, responsibility, and courage.

The University has identified academic offences that run counter to these values, and that are in opposition to our mission to create internationally significant research and excellent academic programs. This mission can only be realized if all members of the University appropriately acknowledge sources of information and ideas, present independent work on assignments and examinations, and complete and submit group projects in accordance with the standards of the discipline being studied.

The University offers many resources to help you if you're feeling stuck or confused by an assignment or in a course. The first place to start is always your instructor, who can also tell you about further resources available within your faculty and department.

Please visit academicintegrity.utoronto.ca for smart strategies and information on academic integrity processes and procedures at the University of Toronto. The website includes a link to decisions of the University Tribunal in student cases involving academic integrity.

Academic Integrity and Plagiarism:

Honesty and fairness are considered fundamental to the university's mission, and, as a result, all those who violate those principles are dealt with as if they were damaging the integrity of the university itself. 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/>

- Common trends in academic offences:
- Plagiarizing/concocted references
- Collaboration/unauthorized assistance
- Purchasing work
- Recycling work - "double-dipping"
- Resubmitting of altered work for re-grading
- Electronic devices (cell phones) or any unauthorized aids
- Altering medical certificates and UofT documents

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>).

Equity, Diversity and Inclusion

The University of Toronto is committed to providing safe and supportive environment that safeguards freedom of inquiry and expression. All members of the learning environment in this course should strive to create an atmosphere of mutual respect and support. The university also provides services that supports the rights of all individuals to be treated respect, fairness and dignity.

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/>.

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.

Mental health

Please refer to Quercus regarding mental health resources

Student mental health is a priority for the University of Toronto. Through the [Presidential and Provostial Task Force on Student Mental Health](#), a number of recommendations have been implemented and initiatives underway. For a comprehensive overview of mental health supports for students across all of our campuses, please visit the [Student Mental Health Resource](#).

If this is an emergency, call 911. For other safety concerns, please refer to our [Safety & Support website](#) for resources.

Ensuring you have access to the resources you need when you need them is important to us. The following resources are available to all registered U of T students.

U of T Telus Health Student Support

You can access **U of T Telus Health Student Support** (formerly U of T My SSP) 24/7 by calling **1-844-451-9700**. Outside of North America, call **001-416-380-6578**. (See instructions for accessing Telus Health Student Support outside Canada or the U.S. under *Service Delivery*.)

U of T Telus Health Student Support provides students with real-time and/or appointment-based confidential, 24-hour support for any school, health, or general life concern at no cost to you. You can call or chat with a counsellor directly from your phone whenever, wherever you are.

Ongoing support is available over the **phone** in 146 languages. Immediate support is available over the **phone** in 35 languages and over **chat** in simplified Chinese, English, French and Spanish. Web option is also available at [Telus Health Student Support](#)**(opens in a new tab)**.

Tri-Campus Mental Health Services

- [Health and Counselling Centre \(UTM\)](#)
- [Health & Wellness \(St. George Campus\)](#)
- [Health & Wellness Centre \(UTSC\)](#)

Tri-Campus Accessibility Services

- [Accessibility Services \(UTM\)](#)
- [Accessibility Services \(St. George Campus\)](#)
- [AccessAbility Services \(UTSC\)](#)

Navi: Your U of T Resource Finder

[Navi](#), short for navigator, is a chat-based service that acts as a virtual assistant for students looking for general information on many topics, including admissions, financial aid, getting involved, careers, convocation and more, along with resources for students wanting to learn more about the mental health supports available to them at the University of Toronto. All a user has to do is click on the chat button and tell [Navi](#) what they need help with. From stress and anxiety to feelings of discrimination or loneliness and everything in between, Navi is able to help by quickly searching for and providing the user with contact information and direct links to U of T resources. This way, the user doesn't have to know the name of the service in order to find what they're looking for.

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 416978-2222, 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>

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

Please note that this outline is subject to change depending on the needs of the class (we may need additional time to cover a topic). Changes to the syllabus will be announced in class and/or on Quercus. However, the assignment and test dates are fixed.

<p>Class 1 Sept. 11, 2023</p>	<p>Course description</p> <p>Introduction to child psychopathology and concepts we will use during the course part# 1</p> <p>Ecological System Theory Review of historical of perspective child mental health Definition psychopathology in children Developmental concepts Risks Protective Factors</p> <p>Ethics-brief intro to ethics</p>	<p>Introduction</p> <p>Chapter 1- 1 first section science and practice three first paragraphs-child worthiness</p> <p>Ecological Systems Model, Developmental concepts and Developmental Psychopathology</p> <p>Chapter1 1.2 prevalence Read until 'do children receive treatment'</p>
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(we will look at treatment next week)

Read all of Chapter-2 developmental concepts including risks, protective factors, resilience
This chapter is a review of developmental concepts that you have studied in prerequisite courses

1.2 prevalence
Read until 'do children receive treatment'
(we will look at treatment next week)

Ethics
-
Chapter 1.2- from treatment, including ethics until End of chapter

Chapter 3
3.3 ethical research with children

Class 2
Sept. 18, 2023

Intro to child psychopathology and concepts we will use during the course part # 2

Research,
Assessment, Diagnosis
Classification
Intervention

Research
Chapter 1- Research

Chapter 3- In section 3.1 reading starts from "Scientific Method" - this part of the chapter is a review of research material taught in pre-requisite courses

		<p>Read until ethics-</p> <p>Defining-classifying -DSM Chapter 1 1.1 identifying Behaviour DSM</p> <p>Treatment Chapter 1 1.2- from treatment</p> <p>Chapter 4 Treatment</p> <p>*First Participation Assignment 1 mark</p>
<p>Class 3 Sept. 25, 2023</p> <p>NO CLASS IN PERSON RECORDING WILL BE PROVIDED</p>	<p>Neuro Developmental Disorders</p> <p>Intellectual disability</p> <p>Communication and Learning Disorders</p> <p>Focus is on pragmatic disorders And Learning Disorders</p>	<p>Intellectual Disability Chapter 5 -until section on how can Clinicians Reduce Challenging Behaviour</p> <p>Communication and Learning Disorders Chapter 7</p> <p>COMMUNICATION DISORDER -Read Section 7.1 Until paragraph that ends with sentence describing two types of language disorders language emergence and SLI. Skip section on “language emergence”</p> <p>Continue with -SOCIAL PRAGMATIC DISORDER</p> <p>LEARNING DISORDER start with section 7.2 entitled ‘learning disabilities until until the</p>

		section on "How Common are LD.."
Class 4 Oct. 2, 2023	Neurodevelopmental Autism Spectrum Disorder	Chapter 7 Hand In first Assignment Ecological by 5:30
Oct. 9 Thanksgiving No Class		
Class 5 Oct. 16 2023	Neurodevelopmental Attention Deficit/Hyperactivity Disorder (ADHD) How to work with challenging Behaviors	Chapter 6 Chapter 5 -how to work with challenging behaviors Participation Assignment 2 marks
Class 6 Oct. 23, 2023	Midterm Test	
Class 7 Midterm Oct. 30 2023	Disruptive-Impulse control substance abuse, conduct disorder	Chapters 9, 10
Nov. 6 NO CLASS READING WEEK ** Last day to drop F courses		
Class 8 Nov. 13 2023	Emotion and Thought Disorders Trauma and Child Maltreatment	Chapter 12
Class 9 Nov. 20, 2023	Emotion and Thought disorders Anxiety, OCD	Chapter 11
Class 10 Nov. 27, 2023	Depression, Suicide, Self-injury	Chapter 13 Term Paper Due by 5:30 pm
Class 11 Dec. 4	Pediatric bipolar disorder Schizophrenia and Psychotic Disorders	Chapter 14 Participation 2 marks
Class 12 Dec. 7 2023 ***please note this is a THURSDAY	Health Related Eating Disorders Course Summary	Chapter 15

U of T UNIVERSITY has Provided this additional date to make up for the class lost due to Thanksgiving		
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Final exam: It is the student's responsibility to be available for the entire exam period.