



# Psychology UNIVERSITY OF TORONTO

## PSY341H1S- Psychopathologies of Childhood, Monday 9h-12pm, HS 108

### 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](mailto:mireille.babineau@utoronto.ca)

**Office Hours:**

Wednesday 2pm-3pm (online)  
Other office hours will be held before tests/assignments

**Teaching Assistant:**

Geneva Mariotti ([geneva.mariotti@mail.utoronto.ca](mailto:geneva.mariotti@mail.utoronto.ca))

**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 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 prior to the lecture, but in some cases, they will not be posted only 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%	February 5 <sup>th</sup>
Paper Topic Proposal & Discussion	5%	March 4 <sup>th</sup>
Term paper	25%	April 5 <sup>th</sup>
Midterm Test	25%	February 26 <sup>th</sup>
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 26<sup>th</sup> 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 4<sup>th</sup> 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 also includes a literature review of recent research investigating the etiology of this disorder (that might be relevant to the character) and discuss a relevant and evidence-based model/account of this disorder.

### **Participation (5%)**

Vygotskian 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 the content of the lectures or the textbook 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.

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## **Rules**

### **Equity, Diversity and Inclusion**

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

### **Cell Phones and Laptop Usage**

Technology can support student learning, but it can also become a distraction. Research indicates that multi-tasking during class time can have a negative impact on learning. Out of respect for your fellow students in this class, please refrain from using laptops or mobile phones for purposes unrelated to the class. Do not display any material on a laptop which may be distracting or offensive to your fellow students.

### **Quercus**

This Course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing

important announcements and updates. New information and resources will be posted regularly as we move through the term. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>.

**SPECIAL NOTE ABOUT GRADES POSTED ONLINE:** Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

### **Course Material**

Course materials are provided for the exclusive use of enrolled students. These materials should not be reposted, shared, put in the public domain, or otherwise distributed without the explicit permission of the instructor. These materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Students violating these policies will be subject to disciplinary actions under the Code of Student Conduct.

### **Video Recording**

Do not post course materials on third-party websites or make recordings without permission. This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.

### **Plagiarism Detection Tool:**

Normally, 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>).

### **Academic Integrity and Plagiarism:**

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters \(https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019\)](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, 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 <http://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 [A&S Student Academic Integrity \(https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity\)](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) and the [University of Toronto Website on Academic Integrity \(https://www.academicintegrity.utoronto.ca\)](https://www.academicintegrity.utoronto.ca).

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### **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 answer, 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](mailto: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.

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## **Late/Sick Policy**

### **Specific Medical Circumstances**

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, 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 (including dates, academic impact, practitioner's signature, phone and registration number). 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.

### **Accommodation for Personal Reasons**

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

### **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 cultural and religious traditions. 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 (such as 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.

### **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.

### **Late Assignments and Free Days**

Everyone gets three free late days which can be used at your discretion on the review paper or the term 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 review paper three days late, then your free days are used up for the semester. If you have used all your free days, the **late penalty is -5% per day.**

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.

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## **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>)

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## **Academic Resources**

### **Students with Disabilities or Accommodation Requirements:**

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) at the beginning of the academic year by visiting <https://studentlife.utoronto.ca/departments/accessibility-services/>. 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 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 needs or 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/> .

**Mental Health and Well-being**

As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress.

There are many helpful resources available through your College Registrar or through Student Life (<http://studentlife.utoronto.ca> and <http://www.studentlife.utoronto.ca/feeling-distressed>). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

**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>



## Course Outline/Schedule

Date	Topic	Assignments
Jan. 8 <sup>th</sup>	- Course overview and requirements - The causes of Childhood Disorders	Reading: Chapter 2
Jan. 15 <sup>th</sup>	- Intro to meta-analyses (relevant info for your first assignment) - Assessing and Treating Children's Problems	Reading: Chapter 4
Jan. 22 <sup>nd</sup>	Neurodevelopmental Disorders: Intellectual disability	Reading: Chapter 5
Jan. 29 <sup>th</sup>	Neurodevelopmental Disorders: Autism Spectrum Disorder	Reading: Chapter 6 & research article: Jaswal & Akhtar (2019)
Feb. 5 <sup>th</sup>	Neurodevelopmental Disorders: Communication and Learning Disorders	Reading: Chapter 7 <b>Review due at 11:59pm</b>
Feb. 12 <sup>th</sup>	Neurodevelopmental Disorders: Attention-Deficit/Hyperactivity Disorder (ADHD)	Reading: Chapter 8 & research article: Van den Driessche et al. (2017)
Feb. 19 <sup>th</sup>	<b>Reading week</b>	
Feb. 26 <sup>th</sup>	<b>Midterm</b>	
March 4 <sup>th</sup>	Behavioral and Emotional Disorders: Conduct Problems	Reading: Chapter 9  <b>Topic proposal due (bring to class for discussion)</b>
March 11 <sup>th</sup>	Behavioral and Emotional Disorders: Depression, Suicide, and Self-injury	Reading: Chapter 13
March 18 <sup>th</sup>	Behavioral and Emotional Disorders: Anxiety and Obsessive-Compulsive Disorders	Reading: Chapter 11
March 25 <sup>th</sup>	Behavioral and Emotional Disorders: - Trauma- and Stressor-Related Disorders	Reading: Chapter 12
April 1 <sup>st</sup>	Behavioral and Emotional Disorders: - Eating Disorders	Reading: Chapter 15  • <b>Term paper due at 11:59pm on April 5th</b>
<b>TBA</b>	<b>Final Test</b>	