

Childhood Psychopathology Syllabus

Department of Psychology and Neuroscience

PSYO 3129 Fall 2023

Dalhousie University acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.

Dalhousie University also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

Course Instructor(s)

Name	Email	Office Hours
Instructor: Rebecca Tucker PhD Candidate, Clinical Psychology	rebecca.tucker@dal.ca	Thursdays 1:00pm – 3:00pm or by appointment Online via Microsoft Teams (unless by request)
TA: Michaela Singer	mc513812@dal.ca	By Appointment Online via Microsoft Teams

Course Description

This class examines a wide range of mental health disorders in children (e.g., autism, ADHD, anxiety). The goal is to gain a better understanding of the nature of these disorders, to learn about evidence-based assessment and treatment, and to review research findings in relation to children's mental health.

Course Prerequisites

PSYO 2000.03 or NESC 2007.03; PSYO 2220 is recommended.

Course Structure

Course Delivery

This course is being taught as a mixed synchronous and asynchronous online course. Each week I will hold “live” online. **These lectures will be recorded and posted on Brightspace within a day of the class** for those who are unable to attend the live sessions.

Attendance at live sessions is not mandatory and is not tracked; however, live classes provide the chance to ask questions and collaboratively complete activities (e.g., case studies) that, in my experience, tend to help with learning to apply the concepts in this course and prepare you for case study assignments. Also – Q&As and working through case studies are often the fun parts of these types of courses!

Lectures

Mondays and Tuesdays, 2:35pm – 3:55pm using Brightspace Collaborate

Course Materials

Mash, Wolfe, & Nguyen Williams. (YEAR). Child Psychopathology, 8th Edition

Both digital and hard-copy versions of the book are available at the Dalhousie bookstore.

Note: MindTap access is **NOT** required (though it is sometimes packaged with electronic copies by default). Don't worry about finding a copy that comes with an access code.

All required information and materials for the course can be found on the PSYO 3129 Brightspace page, including lecture videos, lecture slides, and assessments. It will be helpful to check the webpage often as that is where I will post all relevant news/updates as well.

Assessment

Assessment Overview and Schedule

Component	Weight (% of final grade)	Date(s)
Unit Evaluations	80% total (20% per unit evaluation)	--
Unit #1 Evaluation opens on Sept 25 at 11:59pm AST and closes on Oct 1 at 11:59pm AST		
Unit #2 Evaluation opens on Oct 18 at 11:59pm AST and closes on Oct 24 at 11:59pm AST		
Unit #3 Evaluation opens on Nov 8 at 11:59pm AST and closes on Nov 19 at 11:59pm AST		
Unit #4 Evaluation opens Nov 27 at 11:59pm AST and closes on Dec 3 at 11:59pm AST		
Resource Assignment	20%	December 6 th by 11:59pm

Assessment Details

Unit Evaluations

80% Total

After completion of each unit (which consists of the textbook chapters and recorded lectures) there will be a unit evaluation. Each unit evaluation will be worth 20% of your grade and will include two parts.

Part 1: Brightspace tests. The Brightspace tests are open book and will consist of 10-12 questions from each lecture (e.g., if the unit is based on 4 chapters, then there will be 40-48 questions). The tests could include

multiple choice, true/false, and/or multi-select question formats. The tests are timed at 1 minute per question (i.e., 40 questions = 40 min). If you have read the chapters and watched the lectures, as well as are ready to use your notes/textbook efficiently, you should be able to answer the questions within this time limit.

Part 2: An applied assignment. These are assignments that require longer responses that test your ability to apply your learnings to a “real-world” context. These applied assignments include evaluation of a video and case studies.

The unit evaluations are divided as follows:

- a) Unit 1 – Brightspace test (8%) & Analysis of Video (12%)
 - Super Nanny episode
 - Available Sept 24 at 11:59pm → Oct 1 at 11:59pm

- b) Unit 2 – Multiple-Choice test (8%) & Case Study (12%)
 - Case study: Differential diagnosis of neurodevelopmental disorders
 - Available Oct 18 at 11:59pm → Oct 24 at 11:59pm

- c) Unit 3 – Multiple-Choice test (8%) & Case Study (12%)
 - Case study: Differential diagnosis of behavioural and emotional disorders
 - Available Nov 8 at 11:59pm → Nov 19 at 11:59pm

- d) Unit 4 – Multiple-Choice test (8%) & Case Study (12%)
 - Case study: Differential diagnosis of problems related to physical and/or mental health
 - Available Nov 27 at 11:59pm → Dec 3 at 11:59pm

Resource Assignment

20%

For this assignment you will choose one of the disorders covered in the course and create an informational document about that disorder. The document you create can be in any format, such as a handout/sheet, a pamphlet, an infographic/poster, etc. This is a chance to be creative with how you choose to provide the information!

Regardless of format, you must include at least the following information:

- A brief description of the disorder. The description should be short and easy for the general public to understand. It should clearly demonstrate the key features and/or difficulties/deficits for that disorder.
- Two separate resources that would be helpful for a hypothetical family who has learned their child/adolescent has that diagnosis. The two resources should include:
 - One resource for children and/or adolescents
 - One resource for parents of children and/or adolescents

Accompanying the informational document you create, you will submit a second document that describes the following information about each of the two resources:

1. Location to access the resource (e.g., website)
2. A brief description of the resource
3. Your evaluation regarding the quality of the resource

4. A brief explanation of why you chose that resource

A template for this second document will be provided on Brightspace, as well as information about how to appropriately evaluate the resources you choose and a rubric for the assignment.

NOTE: Conversion of numerical grades to final letter grades follows the Dalhousie Grade Scale

A+ (90-100)	B+ (77-79)	C+ (65-69)	D (50-54)
A (85-89)	B (73-76)	C (60-64)	F (0-49)
A- (80-84)	B- (70-72)	C- (55-59)	

Course Content

Date	Topic #	Topic	Suggested Readings
Sept 6	1	Getting Acquainted – Introduction to PSYO 3129!	None
Unit 1: Understanding Child Psychopathology			
Sept 11	2	Introduction to Child Psychopathology	Chapter 1
Sept 13	3	Theories and Causes	Chapter 2
Sept 18	4	Research	Chapter 3
Sept 20	5	Assessment, Diagnosis & Treatment, Part 1	Chapter 4
Sept 25	6	Assessment, Diagnosis & Treatment, Part 2	
Unit 2: Neurodevelopmental Disorders			
Sept 27	7	Intellectual Disability	Chapter 5
Oct 2	NATIONAL DAY FOR TRUTH AND RECONCILIATION – NO CLASS (make-up on Tues Dec 5)		
Oct 4	8	Autism Spectrum Disorders & Childhood Onset Schizophrenia	Chapter 6
Oct 9	THANKSGIVING MONDAY – NO CLASS (make-up on Weds Dec 6)		
Oct 11	9	Communication and Learning Disorders	Chapter 7
Oct 16	10	ADHD	Chapter 8
Oct 18	11	Motor Disorders	None
Unit 3: Behavioural and Emotional Disorders			
Oct 23	12	Conduct Problems	Chapter 9
Oct 25	13	Depressive Disorders	Chapter 10
Oct 30	14	Bipolar Disorders	
Nov 1	15	Anxiety Disorders	Chapter 11
Nov 6	16	OCD and Related Disorders	
Nov 8	17	Trauma and Stress-Related Disorders	Chapter 12
Nov 13	READING WEEK – NO CLASSES		
Nov 15	READING WEEK – NO CLASSES		
Unit 4: Problems Related to Physical & Mental Health			
Nov 20	18	Health-Related Disorders	Chapter 13
Nov 22	19	Substance Use Disorders	
Nov 27	20	Eating and Feeding Disorders	Chapter 14
Unit 5: Special Topics			
Nov 29	21	Special Topics: Adolescent Development & Mental Health	TBD
Dec 4	22	Special Topics: Prevention and Promotion	TBD
Dec 5	23	Pulling it all Together: Child Mental Health and Treatment in Canada	None
Dec 6	24	Course Wrap-up (<i>flex class, if needed</i>)	None

Note. Some dates and some topics may change

Course Policies on Missed or Late Academic Requirements

Textbook/Readings

Each student should take responsibility for learning the material covered in the textbook. Although some of this material will be covered during the recorded lectures, it will not be a comprehensive coverage. Rather, the classes are dedicated to highlighting the main points, clarifying information, and bringing the information to life through examples, videos, case studies, and guest speakers in selected areas of child psychopathology.

Missed Evaluation Components

There is flexibility built into the evaluation structure of this course. The evaluations will be available for 7 days, providing some flexibility as you are not obligated to complete these evaluations on a certain day. However, once you start the multiple-choice component of the evaluation you must complete it within the time-limits. If you have concerns about completing a unit evaluation within the allowed time, please speak with me as soon as possible to come up with a possible solution. The resource assignment takes place over a number of weeks, again allowing for flexibility. If you cannot complete evaluations even with the built-in time flexibility, please speak with me and/or meet with Patricia Laws, Assistant Dean of Student Affairs to determine how to address long-term absences.

Student Declaration of Absence

Ideally, the flexibility built into the course timelines should help with working around situations that come up and can impact your ability to complete assignments on a specific date. However, I know things do come up even with flexibility built in – life happens! As such, we will use SDAs for this course to help in cases of illness, distress, and/or other extenuating circumstances (e.g., caregiving duties; immediate family illness, injury or death; involvement in an accident; legal proceedings or being a victim of a crime).

Note that student declaration of absence forms cannot be used to reschedule assessments for leisure activities (e.g., going to the beach, leaving town on vacation). They also cannot be used to cover up lack of planning/preparation (e.g., forgetting to study, procrastinating on a paper). Using a student declaration of absence form for these purposes constitutes academic dishonesty and may make you subject to University discipline.

Here is the procedure you should follow if you experience short-term illness, distress or other extenuating circumstances that affects your ability to complete assessment components:

- a) The Student Declaration of Absence form or alternate verification of the absence must be submitted to the course instructor, or to the instructor's designate online through Brightspace within three (3) calendar days following the last day of absence. I only accept forms submitted via Brightspace, not in person or by email.
- b) The Declaration may only be used a maximum of 2 times throughout the term and may only cover 3 consecutive days of absence per form.

Concern re: mark/grade

If you have a concern with a grade on an assignment, please document your concern(s) in writing and submit to Ms. Tucker. A meeting will be scheduled to address your concerns. All concerns must be raised within three weeks of the time when the mark is provided by the course instructor.

Communication

Communications related to concerns with grades, accommodations/accessibility needs, and extensions should be sent to the instructor, Rebecca Tucker (Rebecca.Tucker@dal.ca). Most other course-related communications should be sent via email to the TA, Michaela Singer (mc513812@dal.ca), first. All efforts will be made to answer emails within 48 hours after your message is received; however, at certain times of the term this may be more difficult to guarantee, and emails should not be expected in the evenings or on weekends. When emailing about the course, please indicate the course code in your subject line (PSYO 3129). Please do not send messages to the TA or instructor via Brightspace as that inbox is not monitored.

Course Policies related to Academic Integrity

While students are allowed to discuss the assignments in this class and you are able to ask/answer questions amongst your peers, all unit evaluations and the resource assignment should be submitted individually and represent your own work.

I do not use plagiarism software (e.g., URKUND) in this course.

Please note, due to the nature of the assignments and the skills/knowledge they are assessing, I do not allow the use of generative AI and large language models (e.g., ChatGPT) in this course. If the use of these tools is suspected, we will investigate that possibility and, if necessary, further steps in line with academic integrity policies may be taken.

Learning Objectives

1. Recognize symptoms of psychological disorders in children and adolescents
2. Describe and apply key theories relevant to child psychopathology
3. Describe how biopsychosocial factors influence the development and maintenance of childhood disorders
4. Identify evidence-based assessment and intervention practices for these disorders
5. Enhance consideration of personal, professional, and social responsibilities with respect to the mental health of children and adolescents.

University Policies and Statements

Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Visit or e-mail the Indigenous Student Centre at 1321 Edward St or elders@dal.ca. Additional information regarding the Indigenous Student Centre can be found at:

https://www.dal.ca/campus_life/communities/indigenous.html

Internationalization

At Dalhousie, 'thinking and acting globally' enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders." Additional internationalization information can be found at:

<https://www.dal.ca/about-dal/internationalization.html>

Academic Integrity

At Dalhousie University, we are guided in all our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. Additional academic integrity information can be found at:

https://www.dal.ca/dept/university_secretariat/academic-integrity.html

Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion, please contact the Student Accessibility Centre (https://www.dal.ca/campus_life/academic-support/accessibility.html) for all courses offered by Dalhousie with the exception of Truro. For courses offered by the Faculty of Agriculture, please contact the Student Success Centre in Truro (<https://www.dal.ca/about-dal/agricultural-campus/student-success-centre.html>)

Conduct in the Classroom – Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Additional diversity and inclusion information can be found at: <http://www.dal.ca/cultureofrespect.html>

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner - perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. The full Code of Student Conduct can be found at:

https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html

Fair Dealing Policy

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie. Additional information regarding the Fair Dealing Policy can be found at:

https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html

Originality Checking Software

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method. Additional information regarding Originality Checking Software can be found at:

https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html

Student Use of Course Materials

Course materials are designed for use as part of this course at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.

Faculty of Science

Student Resources and Support

University Policies and Programs

Important Dates in the Academic Year (including add/drop dates):

http://www.dal.ca/academics/important_dates.html

Classroom Recording Protocol: https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html

Dalhousie Grading Practices Policies:

https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html

Grade Appeal Process: https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html

Sexualized Violence Policy: https://www.dal.ca/dept/university_secretariat/policies/health-and-safety/sexualized-violence-policy.html

Scent-Free Program: <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Learning and Support Resources

General Academic Support – Advising (Halifax): https://www.dal.ca/campus_life/academic-support/advising.html

General Academic Support – Advising (Truro): <https://www.dal.ca/about-dal/agricultural-campus/ssc/academic-support/advising.html>

Student Health & Wellness Centre: https://www.dal.ca/campus_life/health-and-wellness.html

On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond): https://www.dal.ca/campus_life/academic-support/On-track.html

Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html

Indigenous Connection: <https://www.dal.ca/about-dal/indigenous-connection.html>

Elders-in-Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803: <https://cdn.dal.ca/content/dam/dalhousie/pdf/academics/UG/indigenous-studies/Elder-Protocol-July2018.pdf>

Black Student Advising Centre: https://www.dal.ca/campus_life/communities/black-student-advising.html

International Centre: https://www.dal.ca/campus_life/international-centre.html

South House Sexual and Gender Resource Centre: <https://southhousehalifax.ca/about/>

LGBTQ2SIA+ Collaborative: <https://www.dal.ca/dept/vpei/edia/education/community-specific-spaces/LGBTQ2SIA-collaborative.html>

Dalhousie Libraries: <http://libraries.dal.ca/>

Copyright Office: <https://libraries.dal.ca/services/copyright-office.html>

Dalhousie Student Advocacy Services: <https://www.dsu.ca/dsas?rq=student%20advocacy>

Dalhousie Ombudsperson: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html

Human Rights and Equity Services: <https://www.dal.ca/dept/hres.html>

Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html

Study Skills/Tutoring: http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

Faculty of Science Advising Support: <https://www.dal.ca/faculty/science/current-students/undergrad-students/degree-planning.html>

Safety

Biosafety: <http://www.dal.ca/dept/safety/programs-services/biosafety.html>

Chemical Safety: <https://www.dal.ca/dept/safety/programs-services/chemical-safety.html>

Radiation Safety: <http://www.dal.ca/dept/safety/programs-services/radiation-safety.html>

Laser Safety: <https://www.dal.ca/dept/safety/programs-services/radiation-safety/laser-safety.html>