Child Clinical PsychologyFall 2021

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**Lecture:** Tuesdays, 8:30-11:30

**Office:** NA

**Office Hours:** By appointment

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**How to reach your instructor:** The preferred method contacting the me is via email.

* Any correspondence directed to me must indicate the course number and section letter in the subject heading.
* Be sure to include your full name and student number in the body of the email.
* Check the course materials (e.g., the syllabus, course website), to see if the answer is already provided.
* Send your email **well in advance** of when a response is required. If you email me the night before assignment is due, I will not be able to respond in a timely manner.
* It is possible that some emails that are not from a university address (e.g., @hotmail.com) may be treated as spam.
* As a general rule, I will do my best to answer emails within 2 business days. I do not check or answer emails on Saturdays or Sundays.
* Follow-up within 3-7 days if a response has not been received, but not any sooner.

# Course Description

# The purpose of this course to provide students with an understanding of child and adolescent psychopathology. Students will learn about different theoretical perspectives on the etiology, pathology, and treatment of a variety of child and adolescent mental disorders.

# Course Objectives

By the end of the course students should be able to:

# Appreciate how different theoretical and etiological perspectives help to understand child and adolescent abnormal behavior and mental disorders

# Identify and describe the signs and symptoms of specific child and adolescent mental disorders

# Compare and contrast different child and adolescent mental disorders

# Understand treatment and prevention strategies for specific child and adolescent mental disorders

# Propose new future directions for research related to child clinical psychology

# Required Materials and Texts

# Mash, E. J. & Wolfe, D. A. (2019). Abnormal child psychology (7th ed). Boston MA: Cengage Learning.

# Class Format

This course will be ***delivered*** remotely and synchronously. There will be live weekly lectures on Tuesdays from 8:30- 11:30 via Zoom. The link for the meetings is posted on Avenue to Learn course website. The expectation is that we will meet during our scheduled lecture time. It is important that you attend classes as in-class discussions on required readings as well as student participation and are central to the course.

While this course is being delivered remotely, it is still being run with the same expectations for a smaller class size, fourth year seminar course in which students are strongly encouraged to attend classes and actively engage in class discussions. As such, it is expected that during Zoom lectures students choose video mode and will be unmuted for this small, seminar course.

Given the upper level format of this course, the main objective will be to expose you to new ideas, and to encourage you to develop and expand the way you think about and express your own ideas.

# Course Evaluation – Overview and Details

1. **Written Assignment #1 (5%):** “Early Diagnosis” Provide a thoughtful approximately 3-page response to the following question: **Should children under the age of two be diagnosed with a mental disorder if they meet diagnostic criteria?** This assignment is due Week 3, Sept 21 at 11:59pm. You should provide support for your arguments.
2. **Stigma-busting Assignment (15%)** - Create a tool to identify and reduce the stigma for the disorder your group is focused on - This tool could be a video, an infographic, a voice-over, PowerPoint presentation, etc. - The final product will be presented in class on December 7. Each team will have 10 minutes to present their tool. The team must nominate one presenter.
3. **Mid-term exam (15%).** Exams will be posted on Avenue to Learn. Questions will cover material presented in lecture videos and material presented in the readings. You are responsible for all materials covered in lecture AND in the assigned reading. Students unable to write the midterm exam due to a documented extenuating circumstance, such as a major illness, accident, or death in the family. Please email me and the course TA as soon as you know you will be missing the exam.
4. **PowerPoint presentation (20%).** Learning to create and present effective PowerPoint presentations is an essential skill that you will likely use throughout your academic career and beyond. Starting on Sept 21, 2 groups (each group will consist of 2 students) will be required to present and to lead discussion. Presentations will be for 60 minutes total, with 30-40 minutes devoted to presentation time (about 15-20 minutes per student) and 10-20 minutes allotted for discussion. Presenters should prepare a set of 2-3 discussion questions in advance to provoke group exploration of the chosen topic. It is the students’ responsibility to decide with their partner how they would like to allocate responsibilities within the presentation.

You should use visual aids (i.e., PowerPoint presentation) and may decide to include video demonstrations and/or handouts. Following your presentation, you should generate discussion questions to the class; you will moderate this discussion.

Your mark will be based on 1) demonstrating an in-depth understanding of the topic and issues (e.g., this may require you to go beyond the assigned readings); 2) putting together an effective, clear and comprehensible presentation; and 3) generating and moderating class discussion.

1. **Evaluation of Classmates’ Presentations (10%).** Students will provide a one page feedback and will upload their evaluation to a drop box on Avenue to Learn within 48 hours of the presentation.
2. **Intervention Proposal (25%).** Students will submit a final paper detailing an intervention for a selected target population with one of the child and adolescent mental disorders discussed in the course. The first part of the paper should provide a literature review based almost exclusively on peer-reviewed articles in searchable databases, such as PsycInfo, with at least 10 references, to establish a rationale for the development and implementation of an intervention for their selected population. The second part of the paper will describe an intervention supported by peer-reviewed, empirical research. The paper should emphasize what would be done for the intervention, how it would be implemented, and also address potential issues or concerns that may be relevant for the target population. Page length will vary, depending on existing literature, but it should be AT LEAST 10 pages and no longer than 15 pages including title page and references (APA format, double-spaced, 12pt. Times New Roman font). Please remember that all works that are referred to – directly (should include be quoted) or indirectly – must be cited in the text, and in a reference page at the end of your work (also see section on Academic Integrity, below).

Papers are due on or before November 23 at 11:59pm.

1. **Class participation (10%)**. Everyone in the class will be expected to have done all the readings and participate in weekly discussions. Please note that good discussions involve both speaking and listening. It is important to listen carefully to what your classmates have to say and to also communicate your own ideas clearly and respectfully. Good discussions also involve asking questions so that the group as a whole can come to a deeper understanding of the issues involved in each topic.

For each class meeting, you should have already prepared your thoughts and questions about the readings for discussion. Insightful contributions show that you have completed the readings with a critical mindset and have thought about the strengths and weaknesses of the article. You have been able to connect the arguments in the article to other relevant topics and real life situations and are able to make insightful suggestions about future directions. You should be able to build on the contributions of your classmates and stay relevant to the topic. Your grade will be based not only on the quantity of your participation but also the quality - your contributions in class should demonstrate that you have gone through the assigned readings carefully and given them some thought, both individually and in relation to each other.

During the weeks of student oral presentations, you are expected to attend class and participate even for weeks when you are not signed up to present. Your participation grade for presentation weeks will be based on the questions you ask about your classmates’ presentations.

**Discussion Boards**: are provided to create a space for you where you can interact with your classmates and share information. Please read the instructions posted on course website about Netiquette carefully before adding a post on discussion boards.

•**FAQ Forum**: There will be a question and answer forum on Avenue where you can post questions related to the course. Students are welcome to contribute and share their answers. I will answer the questions posted on this forum on Mondays. If you have any questions, please refer to this forum. You are welcome to email me if your question is not addressed by this forum.

•**Chat Room**: A discussion forum will be made available to allow students to meet and chat online. This is a space for students to socialize and chat about the course.

# Weekly Course Schedule and Required Readings

Please note that I reserve the right to modify the course syllabus during the semester as the course progresses and external events may dictate. Any changes made will be communicated to you in class and/or posted on Avenue to Learn.

## Week 1 (Sept 7)

### Chapter 1: Introduction: Introduction to Normal and Abnormal Behavior in

### Children and Adolescents; a discussion on understanding abnormal child

### psychology. Discuss syllabus and assignments.

### Chapter 2: Theories and Causes: A study of the many factors and processes,

### which may influence a child and family disturbances -biological, psychological,

### familial, and cultural.

### Week 2 (Sept 14)

### Chapter 4: Assessment, Diagnosis, and Treatment: A discussion of the clinical assessment that is used to promote and enhance children’s well-being by accomplishing practical solutions to the problems they are faced with on a day-to-day basis

## Week 3 (Sept 21)

**Chapter 6: Autism Spectrum Disorder:** Study the description and history, autism across the spectrum, core deficits of autism, and associated characteristics of autism, the causes, and treatment of autism.

**Notes: Assignment 1 due**

## Week 4 (Sept 28)

**Chapter 8:** **Attention-deficit/Hyperactivity Disorder (ADHD)** A discussion of the history of the etiologies proposed and symptoms described in children with ADHD, providing a context for the current term used today.

## Week 5 (Oct 5)

## Chapter 9: Conduct Problems: Description of conduct problems the context, cost, and perspective

## Week 6 (Oct 19)

**Mid-term exam**

## Week 7 (Oct 26)

**Chapter 10: Mood Disorders**: Mood disorders include major depressive disorder (MDD), dysthymic disorder (DD), and bipolar disorder (BP). Activity

## Week 7 (Nov 2)

**Chapter 11: Anxiety Disorders and Obsessive-Compulsive Disorders**: Children facing anxiety disorder, experiencing fear, worries, and anxiety versus fear and panic.

## Week 8 (Nov 9)

**Chapter 12: Child Maltreatment and Non-Accidental Trauma**- History and family context, healthy families, families stress and disharmony, the types of maltreatment-physical abuse, neglect, sexual abuse, emotional abuse, and emotional abuse (Quiz #5).

## Week 9 (Nov 16)

**Chapter 13: Health-Related and Substance Use Disorders**- An overview of sleep disorders, elimination disorders, chronic illness and adolescent substance use disorders

## Week 10 (Nov 23)

**Chapter 14: Eating Disorders and Related Conditions**- How are eating patterns developed in children? What is obesity, and the prevalence, development cause, and treatment; feeding disorders of infancy or early childhood, pica, and a failure to strive; a close look at eating disorders of adolescence.

## Week 11 (Nov 30)

**Chapter 7: Communication and Learning Disorders**

## Week 12 (Dec 7)

**Student Stigma-busting Presentations**

# Course Policies

## Submission of Assignments

## All assignments will be submitted online thorough the course website; no assignments will be accepted through email. Students will be required to submit their final paper to Turnitin.com (via the course website) for 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 Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. It is your responsibility to ensure that the assignments are uploaded in uncorrupted files.

## Grades

Grades will be based on the McMaster University grading scale:

| **MARK** | **GRADE** |
| --- | --- |
| 90-100 | A+ |
| 85-90 | A |
| 80-84 | A- |
| 77-79 | B+ |
| 73-76 | B |
| 70-72 | B- |
| 67-69 | C+ |
| 63-66 | C |
| 60-62 | C- |
| 57-59 | D+ |
| 53-56 | D |
| 50-52 | D- |
| 0-49 | F |

## Late Assignments

## A late assignment or final paper will result in a penalty of 10% for every day (including weekends) that the paper is late. Difficulties with the Avenue to Learn portal will not be accepted as a legitimate reason for a late assignment.

## Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

## Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please to go [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

# University Policies

## Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

## Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

## Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.