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Psychology 412
Developmental Psychopathology
Instructor

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Teaching Assistants

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Prerequisites

The prerequisites for this class are one of Psychology 304 (Child Development) or Psychology 337 (Intro to Abnormal Psychology I). I also recommend you have taken at least one statistics course (e.g. Psyc 204, Psyc 305).

If you do not have the pre-reqs, it is up to you to decide whether to take this course. Every year, students who do not have the pre-reqs take the course, and it is possible to do well. You may find it to be more work than will a student with more background. I also think you will get more out of Psyc 412 if you have taken thMarMese courses. If you are in U0 or U1, I strongly recommend waiting until at least U2 to take this course.

Meetings and Format

This class will be taught remotely. Below is a detailed description of how the course will be taught.

(1) Course Videos.

Each week, videos of the instructor teaching topics in developmental psychopathology will be posted to my courses. The length of the videos will vary – videos may be as short as 10 minutes and as long as approximately an hour. Note that you can preview how long the video is in mycourses so you can plan accordingly

Between 2 and 2.5 hours of material will be posted each week.

New videos will be posted by noon (EST) on Monday each week.

(2) Question and Answer Sessions with the Instructor.

Prof. Dirks will be available on zoom to answer questions that you have about the material. She will offer both group and individual meeting formats.

Mondays from 4:00 pm to 5:30 pm (what would be regular class time). Dr. Dirks will lead a group session on zoom. This session will be question and answer, so please come with

questions about the material. You can ask your questions over chat. Depending on the number of students who attend and the type of content covered, the session may be recorded and posted to mycourses.

Thursdays from 8:30 am to 10:30 am. Dr. Dirks will be available for individual office hours over zoom. The waiting room will be enabled within zoom and she will meet with students on a first come, first serve basis. These sessions will never be recorded.

(3) Question and Answer Sessions with the Teaching Assistants.

TAs will hold regular sessions. In general, these sessions will focus on a particular topic (e.g., applying the diagnostic criteria for a specific set of disorders). The TAs will start each session by answering questions about the weekly quizzes. We will post a schedule of the TA who is leading the session and what the topic is.

Computing Requirements

This class requires regular access to a reliable Internet connection and a computer. It will be difficult to take the midterm and final exams on a phone or a tablet (I definitely could not do it). Lectures will be posted to mycourses, and quizzes and exams will be administered through mycourses. The professor and TAs will hold online sessions over zoom. You do not need a web camera or a microphone for this course (you can participate in the online sessions using the chat function).

If you anticipate having any issues with the computing requirements for this course, please contact me (melanie.dirks@mcgill.ca) as soon as possible.

Course Description and Learning Objectives

This course provides an overview of psychological disorders occurring in children and adolescents, including their diagnosis, evaluation, and treatment. Case examples and general theoretical perspectives are covered as background; however, the focus of this class is research methods and empirical findings.

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

- 1) Define and classify abnormal behavior in youth according to categorical and dimensional assessment systems.*
- 2) Discuss developmental trends in the onset, course, and form of psychopathology in children and adolescents.*
- 3) Describe the diathesis-stress model of psychopathology and apply this general conceptual framework to the major psychological disorders of children and adolescents.*
- 4) Discuss etiological and maintenance models of the major psychological disorders of youth.*
- 5) Understand major methodological and statistical approaches used in the study of developmental psychopathology*
- 6) Define “evidence-based treatment” in youth mental health and identify whether specific therapies meet these criteria for scientific support.*

Required and Recommend Reading

You are required to learn the DSM-5 criteria for the major disorders that we cover in class. A list of the disorders and a copy of the diagnostic criteria for each can be found in mycourses under Content, DSM-5 criteria. I will not cover all of the diagnostic criteria in lectures. It is necessary for you to read the posted material.

The recommended textbook for this course is Mash, E. J. & Wolfe, D. A. (2013). *Abnormal child psychology* (7th Edition). Belmont, CA: Wadsworth. **ISBN-13:** 978-1337624268.

The textbook is recommended. I will not ask test questions that require that you have read the text book. That said, you may find it helpful to read other descriptions of the material we are discussing (and you may find it interesting, as the textbook covers much more information than I can go over in lecture).

Please note that I am not able to enable the quiz function in the online textbook materials.

There are several published versions of this book. Please note that there are important differences between the versions; in particular, the 7th edition includes the DSM-5 criteria for the disorders, whereas many of the earlier editions contain DSM-IV criteria. There are important differences between DSM-IV and DSM-5, so make sure that you are using the correct criteria.

Handouts and articles may be used on occasion to supplement the text. These materials will be made available on my courses.

Assessments

The final grade in this course will be based on quiz and exam performance. There is also an optional writing assignment.

(1) *Weekly quizzes (25%).*

Most weeks, there will be a weekly quiz consisting of approximately 10 multiple-choice questions posted on my courses. These quizzes are designed to help you stay up to date with the material. Your top 8 grades will count equally towards the total of 25%. Note that there will be 10 quizzes, so you can miss up to two with no penalty. Detailed information about the quizzes can be found in the Schedule of Assessments at the end of this document, as well as in the course FAQs.

(2) *Midterm exam. (30%)*

There will be a midterm exam held the week of February 22nd. The midterm will be posted at 10 am on Tuesday February 23rd and will remain open until Friday February 26th at 10 am. It is expected that the final exam will consist of questions requiring written answers. It may also include multiple-choice questions, in whole or in part. Detailed information about the midterm exam will be posted closer to the date.

(3) *Final exam. (45%)*

The final exam will be scheduled by the university. The final exam will be cumulative. It is expected that the final exam will consist of questions requiring written answers. It may also include multiple-choice questions, in whole or in part. Detailed information about the final exam will be posted closer to the date.

- (4) *Optional Paper.* This assignment will involve designing a study to test a treatment. It is due March 15 at 11:59 pm. Assignments should be submitted to my courses.

This assignment is *optional* and is designed to help students who wish to make their midterm or final exam count for less or who would like to get feedback on their writing skills.

If it helps your grade, the optional paper can count for 15% of your final grade, reducing the weighting of one of the final exam or the midterm exam. *Note that scores on the paper can only help your grade.* If you receive a lower grade on the paper than you did on the midterm or the final exam, your paper grade will not count. (Exception: If a student receives a 0 on a paper as a result of plagiarism, the paper grade will count.)

Extra Credit. In addition, you can receive up to 2% bonus credit (which will be added to your final grade) for participating in psychological research through the Participant Pool. To receive the 2% credit, you must complete 2 hours of participation (2 x 1 hour experiments, 4 x 30 minute experiments). If you prefer, you can submit 2 written reports based on journal articles provided by the administrator of the Participant Pool.

Final letter grades will be assigned according to the following scheme:

A	A-	B+	B	C+	C	D	F
100-85	84-80	79-75	74-70	64-60	59-55	54-50	49-0

Note that grades will not be rounded to the next grade level. For example, to earn a grade of A, the final calculated score must be 85.00 or higher. Grades are calculated using SPSS statistical software. Note that there may be slight discrepancies between numerical scores as viewed on my courses and actual numeric scores due to differences in rounding. The correct scores are the ones calculated by course personnel.

In the event of extraordinary circumstances beyond the University's, Department's, and/or Instructor's control, the content and/or evaluation scheme in this course is subject to change.

Assessment Procedures

Overview

- (1) *Weekly Quizzes.* A detailed schedule of assessments is posted in the Course Administration folder on mycourses. Quizzes will take place in my courses. Quizzes will be posted at 10 am on the scheduled day, and will be open for 24 hours. It should take 20 minutes to complete the quiz; thus, after you start it, you will have 70 minutes to complete it. It is expected that quizzes will consist of multiple-choice questions.
- (2) *Midterm Exam.* The midterm exam will be available for a period of 72 hours. It should take you 2 hours or less to complete the midterm exam. Once you start it, you will have 4.5 hours to complete the exam. Details about the midterm exam and how it will be delivered will be provided closer to the date.

- (3) *Final Exam.* The final exam will be available for a period of 72 hours. It should take you 3 hours or less to complete the final exam. Once you start it, you will have 6.5 hours to complete it. Details about the final exam including how it will be delivered will be posted at a later time.
- (4) *Optional Paper.* You will submit your optional paper to a folder on my courses. Detailed instructions, including formatting, will be posted to my courses.

Use of Notes During Assessments

All assessments are open-book, and you are free to use any material presented in the course, including course videos and your own notes. You may not refer to the textbook during assessments, nor to any other material (e.g., other websites). There is no need for you to use these materials, and it may lead to incorrect answers. Note that the estimated times to complete the assessments are based on the assumption that you know the material and that you do not need to refer to your notes frequently. If you need to review material extensively (e.g., rewatch videos) it will take longer.

Rescheduling, make ups, and extensions

- (1) *Weekly Quizzes.* Weekly quizzes cannot be deferred or rescheduled. Note that there are 10 weekly quizzes and only your 8 best grades will count, so you can miss two without penalty. Note that if you miss a weekly quiz, you will not be able to access questions or answers after the fact.
- (2) *Midterm Exam.* The midterm exam is open for 72 hours. If you are unable to take the midterm within the scheduled time frame, please contact the instructor BEFORE the midterm starts.
- (3) *Final Exam.* Deferrals for the final exam are granted by the university.
- (4) *Optional Paper.* It is not possible to grant extensions on the optional paper. It is optional, so there is no penalty for not submitting it.

Quiz and exam review

- (1) *Weekly quizzes.* You will be able to see which questions you answered incorrectly on the quizzes so that you can review your notes and course materials to determine what the correct answer was. Each week, there will be online sessions with the TAs during which you can ask questions about the quizzes. Note that we may not be able to respond to questions about why quiz answers are incorrect over email. The TAs are happy to talk with you about this during office hours.
- (2) *Midterm, optional paper, and final exam.* If you notice an adding error on your midterm, optional paper, or final exam, please email the course email

You will receive feedback on your answers to the midterm and final exams, as well as on your optional paper. After you review your feedback on the midterm and the optional paper, if you would like your exam or paper regraded, you can submit it to Prof. Dirks. Note that you must provide a detailed, written justification for why you think you should have received a higher score, making reference to the feedback you received. Prof. Dirks will regrade the entire exam/paper, and the result may be a score that is higher or lower than the original grade. Requests to regrade will be accepted for two weeks from the date that feedback is made available.

Requests for regrades of final exams must be through Service Point and will be handled by the Department of Psychology.

Please note that we cannot post answer keys for quizzes or exams, nor can we discuss the questions on the discussion boards. Thank you for your understanding.

Other Issues

Getting in touch with us

We are always happy to hear from you and to answer any questions you have about the course or the material presented. The best way to get in touch will depend on what your questions is about.

(1) *Questions about material presented in videos.* One of the challenges of presenting pre-recorded videos is that students don't have the chance to ask questions while I lecture, which helps me to figure out where people are having trouble. We want to answer all of your questions about course material, but given the number of students, it may not be possible to answer every one individually. If you have questions about material in the videos, you can:

- (a) Ask Prof. Dirks during her regular online sessions.
- (b) Ask a TA during their regular online sessions.
- (c) Check the discussion board. We will set up a set a discussion board for each of the major topics covered (e.g., ADHD, Research Methods). TAs will monitor the board and answer questions that are posted. They will also post answers to frequently asked questions there.
- (d) E-mail the course website: psych412.mcgill@gmail.com. Note that if many people ask the same question, we will post the answer to the relevant discussion board, rather than answering people individually (we will never identify anyone in our posts), so if you don't hear back in 48 hours, check the discussion board.

(2) *Questions about procedural issues.* If you have a question about a procedural issue (e.g., when is the midterm? What will be on the midterm? Can I miss a quiz?) please be sure that you have reviewed the syllabus, announcements on my courses, emails from Prof. Dirks, and the documentation provided in the course administration folder and the FAQs before contacting us. Answers to these questions can nearly always be found in one of these places. If you don't hear back in 48 hours, it might be because the answer is available in the materials provided.

Video recordings. Videos will be made available for viewing in mycourses. Please note that recordings of lectures will be available for streaming only. It is not possible to enable downloading of the lectures due to the inclusion of copyrighted materials. You may not download or disseminate these videos in anyway (e.g., posting them to websites, emailing to others). I will follow up on incidents of this nature.

Copyright

All material presented is the property of the instructor or the respective copyright holders. All instructor-generated course materials, including but not limited to videos, lecture slides, transcripts of lectures, notes, summaries, syllabi, and exam questions, are legally protected and may not be reproduced or distributed without explicit permission of the instructor. Examples of illegal

distribution include distribution of the course videos in any way, the posting of any course materials, including personal transcriptions of lectures, on note-sharing websites, the selling of lecture notes to other students, and the reproduction of exam questions in any form. Infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

Confidentiality, Sensitivity, and Respect

This course focuses on the scientific discussion of sensitive material. We will have in-depth discussions of psychiatric disorders, as well as experiences that contribute to the onset and maintenance of psychological symptoms, including physical and sexual abuse, and poverty. It is important to always be mindful that many people in the class will have personal experience with the material being discussed. If any of the course material, or the way that I am presenting it, makes you uncomfortable or upset, please reach out to me at melanie.dirks@mcgill.ca.

All data presented on example cases have been collected in accordance with relevant international and federal law, and the ethical principles of the Canadian Psychological Association and/or the American Psychological Association (e.g., by seeking informed consent from research participants, changing or removing personally identifying information, etc.). When videotapes are shown, participants in those videotapes have consented to their use in educational forums. In this course, we will strive to treat these data with respect in our discussion and analysis.

Empiricism

This class is a scientific examination of youth psychopathology and its treatment. Many individuals will have personal experience (themselves, their friends, their family) with emotional and behavioral difficulties and the mental-health system. This experience may provide the impetus for taking this class or may (usefully) be the basis of general questions and hypotheses. However, the goal of this course is not the processing of personal experience, and students are asked not to discuss their own experiences with mental health (or those of their friends or family) during online sessions, nor to post material of this nature on the discussion boards. Please contact Prof. Dirks if you find the course content personally upsetting, or if you would like more information about mental health treatment at McGill or in the community more broadly.

Written work

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

Cheating and plagiarism

McGill University values academic integrity. Therefore, all students must understand the meaning and consequence of cheating, plagiarism, and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/hones/ for more information).

Cases of suspected cheating on tests, exams, or papers, will be reported to the Disciplinary Officer for your faculty and may result in a score of 0 on the test/exam or paper, failure of the course, or suspension or expulsion from the university. Please note that attempting to make copies of tests and

exams (including but not limited to taking photos or screenshots of test pages) constitutes cheating and will be reported.

Note that both working with other individuals during assessments and discussing/disseminating test questions with/to other individuals constitute cheating and will be reported. Being present in a Facebook group or other forum where test questions are being discussed – even if you do not post yourself – may also constitute cheating.

Work submitted for evaluation as part of this course may be checked with text matching software within MyCourses or through other means.

Regarding the issue of *plagiarism*, Section 3, article 15 of the McGill Code of Student Conduct and Disciplinary Procedures states that:

- a) No student shall, with intent to deceive, represent the work of another person as his or her own in any academic writing, essay, thesis, research report, project or assignment submitted in a course or program of study or represent as his or her own an entire essay or work of another, whether the material so represented constitutes a part or the entirety of the work submitted;
- b) Upon demonstration that the student has represented and submitted another person's work as his or her own, it shall be presumed that the student intended to deceive; the student shall bear the burden of rebutting this presumption by evidence satisfying the person or body hearing the case that no such intent existed, notwithstanding Article 22 of the Charter of Student Rights; and,
- c) No student shall contribute any work to another student with the knowledge that the latter may submit the work in part or whole as his or her own. Receipt of payment for work contributed shall be a presumption that the student had such knowledge; the student shall bear the burden of rebutting this presumption by evidence satisfying the person or body hearing the case that no such intent existed (notwithstanding Article 22 of the Charter of Students' Rights).

Regarding the related issue of *cheating*, Section 3, article 16 of the Code states that no student shall submit in any course or program of study, without both the knowledge and approval of the person to whom it is submitted, all or a substantial portion of any academic writing, essay, thesis, research report, project or assignment for which credit has previously been obtained or which has been or is being submitted in another course or program of study in the University or elsewhere; or submit in any course or program of study any academic writing, essay, thesis, research report, project or assignment containing a statement of fact known by the student to be false or a reference to a source which reference or source has been fabricated.

For further information about what plagiarism is, how to avoid it, and how to make sure you aren't plagiarizing, McGill suggests you consult the following websites:

<http://library.acadiau.ca/tutorials/plagiarism/>

<http://www.uwlax.edu/murphylibrary/research/plagiarism.html>

<http://www.library.ualberta.ca/guides/plagiarism/index.cfm>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Course Schedule

Note that this schedule of topics and episodes is intended as a guideline and may be subject to change.

Week Starting	Topic	Episodes
Jan 11	What is Abnormal Behavior Introduction to Research Methods	<ul style="list-style-type: none"> (1) What is Abnormal Behavior? (2) Stats for Success in Psyc 412 (3) Introduction to Nosology (4) Assessment in Child Psychopathology I: Properties of Good Measures (5) Assessment in Child Psychopathology II: Types of Measures (6) Assessment in Child Psychopathology III: Use of Different Informants
Jan 18	What Types of Questions Do Developmental Psychopathologists Answer?	<ul style="list-style-type: none"> (1) Epidemiology (2) Correlates of Disorder (3) Predictors and Outcomes of Disorder (4) Testing Interventions
Jan 25	ADHD	<ul style="list-style-type: none"> (1) ADHD: Definitions, Core Features, and Assessment (2) Epidemiology, Developmental Course, Correlates, and Outcomes of ADHD (3) Treatment of ADHD I: Overview of Treatment Approaches (4) Treatment of ADHD II: The MTA Study
Feb 1	Disruptive Behavior Disorders (DBD): Conduct Disorder and Oppositional Defiant Disorders	<ul style="list-style-type: none"> (1) Disruptive Behavior Disorders: Definitions, Core Features, and Assessment (2) Epidemiology and Correlates of ODD and CD (3) Developmental Course of ODD and CD (4) Development and Maintenance of DBDs I: Parenting (5) Development and Maintenance of DBDs II: Social Information Processing
Feb 8	Disruptive Behavior Disorders Substance Use Disorders	<ul style="list-style-type: none"> (1) Treatment of DBD I: Problem-Solving Skills Training (2) Treatment of DBD II: Parent-Management Training

		<ul style="list-style-type: none"> (3) Treatment of DBD III: Multisystemic Therapy (4) Definition and Prevalence of Substance Use Disorders (5) Treatment of Substance Use Disorders I: Norm-based interventions, Outpatient Interventions, Inpatient Interventions (6) Treatment of Substance Use Disorders II: Prevention
Feb 15	Anxiety and Obsessive Compulsive Disorders	<ul style="list-style-type: none"> (1) Anxiety Disorders: Definitions, Core Features, and Assessment (2) Epidemiology and Correlates of the Anxiety Disorders (3) Developmental Course of Anxiety (4) Development and Maintenance of Anxiety Disorders I: Heritability and Learning (5) Development and Maintenance of Anxiety Disorders II: Cognition and Family Factors
Feb 22	Midterm 1	No New Episodes
Mar 1	Break!	No New Episodes
Mar 8	Anxiety Maltreatment	<ul style="list-style-type: none"> (1) Treatment of Anxiety Disorders I: Overview of Treatment Approaches (2) Treatment of Anxiety Disorders II: The CAMS and POTS Studies (3) Child Maltreatment: Definitions and Prevalence (4) Child Maltreatment: Stress Reactivity and Emotion Recognition (5) Child Maltreatment: Links to Psychopathology (6) Treating Youth Exposed to Child Maltreatment: Trauma-Focused Cognitive Behavioral Therapy
Mar 15	Depression (Optional Paper Due)	<ul style="list-style-type: none"> (1) Depressive Disorders: Definitions and Core Features (2) Epidemiology and Clinical Correlates of Depression (3) Developmental Course of Depression

		<ul style="list-style-type: none"> (4) Development and Maintenance of Depression I: Biological and Cognitive Factors (5) Development and Maintenance of Depression II: Interpersonal Factors
Mar 22	Depression Pediatric Bipolar Disorder	<ul style="list-style-type: none"> (1) Treatment of Depression I: Overview of Treatment Approaches (2) Treatment of Depression II: TADS Study (3) Pediatric Bipolar Disorder: Definition, Core Features, and Assessment (4) Pediatric Bipolar Disorder: Epidemiology, Clinical Correlates, Course, and Maintenance (5) Treatment of Pediatric Bipolar Disorder
Mar 29	Bleeding Edge! Autism Spectrum Disorders	<ul style="list-style-type: none"> (1) Bleeding Edge! Mental Health Treatment and Cultural Diversity (Dr. Stan Huey) (2) Autism Spectrum Disorders: Definition, Core Features, and Assessment (3) Autism Spectrum Disorders: Epidemiology, Clinical Correlates, and Course (4) Autism Spectrum Disorders: Etiology (5) Treatment of Autism Spectrum Disorder
Apr 5	Bleeding Edge! Intellectual Disability	<ul style="list-style-type: none"> (1) Bleeding Edge! TBD (2) Bleeding Edge! TBD (3) Intellectual Disability: Definitions, Core Features, and Assessment (4) Etiology of Intellectual Disability (5) Prevention of Intellectual Disability
Apr 12	Dissemination and Prevention	<ul style="list-style-type: none"> (1) Prevention of Psychopathology in Childhood and Adolescence (2) Dissemination of Evidence-Based Treatments for Childhood and Adolescent Psychopathology

Assessment Schedule

Week Starting	Assessment Date	Assessment Type	Value	Material Covered
Jan 11	NA	NA	NA	NA
Jan 18	NA	NA	NA	NA
Jan 25	Jan 27	Quiz	3.13%	Recordings posted weeks of Jan 11 and Jan 18;
Feb 1	Feb 3	Quiz	3.13%	Recordings posted week of Jan 25, DSM diagnostic criteria for ADHD
Feb 8	Feb 10	Quiz	3.13%	Recordings posted week of Feb 1, DSM diagnostic criteria for ODD and CD
Feb 15	Feb 17	Quiz	3.13%	Recordings posted week of Feb 8, DSM diagnostic criteria for Substance Use Disorders
Feb 22	Feb 23	Midterm	30%	All recordings posted through Feb 15; DSM diagnostic criteria for ADHD, ODD, CD, and substance use (not the anxiety disorders)
Mar 8	Mar 10	Quiz	3.13%	Recordings posted week of Feb 15, DSM diagnostic criteria for anxiety disorders
Mar 15	Mar 17	Quiz	3.13%	Recordings posted week of Mar 8; DSM diagnostic criteria for PTSD
Mar 22	Mar 24	Quiz	3.13%	Recordings posted week of Mar 15;

				DSM diagnostic criteria for depressive disorders
Mar 29	Mar 31	Quiz	3.13%	Recordings posted week of Mar 22; DSM diagnostic criteria for depressive disorders
Apr 5	Apr 7	Quiz	3.13%	Recordings posted week of Mar 29; DSM diagnostic criteria for Autism Spectrum Disorder and Social Pragmatic Communication Disorder
Apr 12	Apr 14	Quiz	3.13%	Recordings on Intellectual Disability posted week of Apr 5 (not the bleeding edge episodes); DSM diagnostic criteria for intellectual disability

Notes. We will only count your grades on your 8 highest scoring quizzes. That means you can miss two quizzes without penalty.

In general, quizzes will take place on Wednesdays. They will open at 10 am and stay open until 10 am on Thursday morning. The midterm will open on a Tuesday so that it can be open for 72 hours before the weekend.

Due to circumstances beyond the instructor's control, this schedule assessment may need to be changed.