

# Childhood Disorders Psychology 2012(online)

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**Textbook Required:** Eric J. Mash & David A. Wolfe (2016). Abnormal Child Psychology (6th Edition). Please note that earlier editions of the required textbook are out-of-date. For instance, the 6<sup>th</sup> edition was updated to include information from the 5<sup>th</sup> edition of Diagnostic and Statistical Manual of Mental Disorders (DSM-5) that was released in 2013, while the 5<sup>th</sup> edition of Abnormal Child Psychology was based on the DSM-IV-TR. **It is mandatory to use the latest edition of the book.**

## Course Content and Format

Psychology 2012 covers psychological research, theories of childhood disorders, as well as the public (media) understanding and representation of these disorders. The focus of the course is the epidemiology, etiology, diagnosis, and prognosis of common childhood disorders as well as current debates in the area.

The course will combine textbook material, online material, and research papers. **Links to online materials and references to scientific papers will be available weekly on the online portal.** Exams will include material from class lectures which is not in the textbook, but presented in the online material or research papers. Even though it is an online course, students should spend the same amount of time on this course as they would an on-campus course (i.e., three hours on content and additional time spent studying).

Item	Summary	Mark	Date
Discussion board participation	Meaningful, informed, and thoughtful contributions to 5 discussion topics	25%	Approx. two-week period per topic
Quiz I	Focus on research and media literacy	15%	February 10 <sup>th</sup>
Midterm I	Material from January 10 <sup>th</sup> to February 9 <sup>th</sup> Completed online	25%	March 2 <sup>nd</sup>
Final exam	Cumulative Completed online	35%	Exam period

## Methods of Evaluation

Discussion Board Postings: Each student will be randomly assigned to a discussion group. discussions are meant to simulate discussions that would otherwise take place in a classroom setting. Students are expected to participate regularly, by contributing original posts and/or responding to others' posts. Five times during the semester, the instructor will post questions or a topic of debate to initiate discussion. Students are encouraged to **draw from the research literature, media, and textbook** to discuss. To encourage discussion, students will be randomly assigned to a "pro" or "con" position for each topic. Students are expected to **properly cite their sources**. There is no set number of posts a student must make in each topic. There are 5 discussion topics, and each will count for 5% of the total mark. The discussions boards **are time-limited**, and **close on a specific date** which will be given in the original posting. On average, students will have two weeks to contribute to the discussion. These deadlines are firm. *Any posts submitted after this deadline will not be read by the instructor.* It is the **student's responsibility** to be aware of the deadlines, to identify their discussion group, and position.

Quality postings are:

- *Concise:* Aim to get your points across in as few of words as possible.

- *Informed*: Are founded on research evidence rather than personal anecdotes.
- *Integrative*: Include information from different sections of the course as well as knowledge from other courses, readings, and areas.
- *Critical*: Be thoughtful. Show evidence of critical thinking, which includes pros and cons. Statements should be supported by evidence beyond personal experience or “folk” psychology.
- *Properly cited*: Please make sure to cite your sources.
- *Respectful and open-minded*: Students are expected to maintain an environment that is conducive to learning. They are expected to be respectful of others’ point of view and arguments. They are expected to refrain from making comments that are not directly related to post contents. It is important to treat your classmates and instructor with respect throughout the course. Any sign of disrespect, harassment, or discrimination will not be tolerated.

Quiz, midterm and final examinations: Examinations will all take place online. They will include multiple choice and short answers, based on class room material, textbook, and additional materials. The final exam is cumulative; however, it focuses largely on material from the second half of the course. There will be no make-up tests, except in the case of personal medical emergency (a written physician’s note is required). The final exam (which is also online) will be scheduled during the exam period.

### **Accommodations**

Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please visit: <http://studentaccessibility.lakeheadu.ca>

### **Academic Dishonesty**

Students are expected to engage in all academic pursuits with integrity and in an honest manner. Any plagiarism or dishonesty will result in disciplinary action. Substantiation of any unethical behaviour will result in a failing grade.

## Course Outline\*

\* Please Note: This is a tentative schedule which may change over the course of the year.

\*\*Additional readings will be posted on the online portal

Week	Week of...	Main Topic	Textbook**	Comments
1	Jan 9	Introduction Normal and abnormal psychology Theory and Causes	Textbook p. 1 - 27	
2	Jan 17	Theory and Causes Research	Textbook p. 28 - 55	Discussion topic 1
3	Jan 23	Research/Media representation Crimes of Logic	Textbook p. 56 - 81	
4	Jan 30	Assessment, Diagnosis, Treatment Chronic Illness & Resilience	Textbook p. 82 – 123 Textbook p. 454 - 464	Discussion topic 2
5	Feb 6	Neurodevelopmental disorders	Textbook p. 124 – 266	Quiz Feb 10 <sup>th</sup> (online)
6	Feb 13	Neurodevelopmental disorders Midterm (completed on line)	Textbook p. 124 – 266	
Reading week! Feb 20 <sup>th</sup> to 24 <sup>th</sup>				
7	Feb 27	Externalizing disorders	Textbook p. 267 - 309	Discussion topic 3
8	March 6	Externalizing disorders Youth criminality (forensics)	Textbook p. 267 - 309	Last day to drop a course Midterm March 2 <sup>nd</sup> (online)
9	March 13	Substance use disorders  Internalizing disorders	Textbook p. 467 – 474 Textbook p. 310 - 399	Discussion topic 4
10	March 20	Internalizing disorders	Textbook p. 310 - 399	
11	March 27	Eating Disorders	Textbook p. 487-505	Discussion topic 5
12	April 3	Trauma-related disorders	Textbook p. 400 - 433	
Exam period	Final exam...TBD			