

PSYC*4460 Course Outline: Winter 2022

General Information

Course Title: Advanced Topics in Clinical and Applied Developmental Psychology

Course Description: This course is designed to provide students with an overview of clinical and applied developmental psychology through the lens of a clinical psychologist. Topics will include but are not limited to pediatric (child health) psychology, attachment relationships, non-suicidal self-injury, suicidal ideation, aggression, assessment, and counselling. A review of relevant theory and research will be interwoven through each topic, such as biologically based theories, and feminism. This course is intended primarily for honours students in psychology who plan to pursue further training in clinical psychology at the graduate level or who plan to work in a setting where knowledge of clinical developmental psychology would be an asset. Weekly class meetings will include didactic (lecture) from the course facilitator, small group discussions, and larger group activities. Smaller group discussions and projects will provide students the opportunity to critically engage with content from the lectures and readings. Students will engage in a range of activities, including group presentations, and writing reflection papers on a topic of class.

Credit Weight: 0.5 Credits

Academic Department (or campus): Psychology

Semester Offering: Winter 2022

Class Schedule and Location: Wednesdays 11:30 am – 2:20 pm, virtual format (i.e., zoom)

Instructor Information

Instructor Name: Mariam Ayoub, M.Ed., M.A., Ph.D. Candidate

Instructor Email: mayoub02@uoguelph.ca (for emails, please include “4460” in the subject line)

Office hours: by appointment

Specific Learning Outcomes:

By the end of this course, a successful student will:

1. Have a better understanding of childhood development.
2. Have gained knowledge about the clinical and applied qualities of developmental psychology.

3. Be able to extract and integrate information from assigned readings.
4. Have gained knowledge about theoretical orientations regarding developmental psychology.
5. Be able to respond to others' points and questions thoughtfully and respectfully.

Course Content:

This course covers issues and theories in clinical and applied developmental psychology. Topics will include pediatric (child health) psychology, attachment relationships, non-suicidal self-injury, suicidal ideation, aggression, ethnic diversity, common DSM-5 diagnoses, assessment, and counselling.

The course format will include both lecture-based and more active/experiential learning. Attendance and participation are required. During lectures, I will use formal slides, excerpts from the media, videos, case highlights, discussions, and small-group activities. I will make PowerPoint slides for my lectures available. While there will be overlap between the lectures and the readings, there will also be content that is unique to both.

	Date	Topic	Assignment
1	January 12, 2022	Course Welcome and Introduction	
2	January 19, 2022	Biologically Based Theories of Development	Group Presentation
3	January 26, 2022	Ethnic Diversity and Sociocultural Influences on Development	Group Presentation Reflection Paper Due
4	February 2, 2022	Feminism and Developmental Psychology	Group Presentation
5	February 9, 2022	Attachment Theories	Group Presentation Reflection Paper Due
6	February 16, 2022	Punishment and Reinforcement	Group Presentation
7	February 23, 2022	Winter Break	
8	March 2, 2022	Aggression and Emotion Regulation	Group Presentation Reflection Paper Due

9	March 9, 2022	Non-Suicidal Self-Injury and Suicidal ideation	Group Presentation
10	March 16, 2022	DSM-5 Diagnoses: Autism Spectrum Disorder and Learning Disabilities	Group Presentation
11	March 23, 2022	DSM-5 Diagnoses: Conduct Disorder and ADHD	Group Presentation Reflection Paper Due
12	March 30, 2022	Counselling: Differing Theoretical Orientations	Group Presentation
13	April 6, 2022	Counselling: Differing Theoretical Orientations	Group Presentation Reflection Paper Due

Assignments

Reflection Papers (10% each, 50% total)

We will be discussing the assigned readings each week in class. This activity is designed to help you think critically about the assigned materials. Reflections should be more than a summary of the assigned reading. Possible approaches to writing the reflection could include a) raising key limitation about an empirical paper in respect to methodology; b) reflecting on how developmental issues depart from traditional practices in clinical psychology; c) highlighting reasons you think a given paper may be relevant for clinicians conducting assessments or treatment with children or youth. These examples are not exhaustive, and you should demonstrate engagement, creative thinking, and critical appraisal skills in your written reflections.

You will be required to complete 5 (five) reflection papers during this course. You can choose which assigned reading you would like to complete reflections for; however, the topic of the reading must be the topic of the class for which it is due, or any class after the last completed reflection. For example, for class 11, you may choose the topic of class 9, 10, or 11. Reflections are due end of day (i.e., 11:59pm) on their respective due date.

Without proper documentation (in line with University Policy), extensions are not permitted for reflections. Late reflections will receive a grade of 0. Reflections should be two-pages (double spaced, between 400 and 500 words max) and focus on a key point from one or more assigned readings (e.g., there may be a theme that you notice going through more than one reading for

the week). If you focus on one reading, you will be expected to demonstrate familiarity with the other assigned readings in class.

Class Participation (10%)

You are expected to attend all classes. As this is a fourth-year course, active participation in class is expected (10% of your final grade). Although the quantity of your ongoing contributions will be considered, the quality is particularly important. Participation in class discussion should reflect your completion of assigned readings and active engagement with lecture material. You will be expected to engage in group discussions using skills, including initiation of a topic or idea, clarifying and paraphrasing either content from the readings/class or from a member of the class, offering counter-arguments, demonstrating willingness to consider other perspectives, and generally engaging in a productive and critical discussion of course material. As I get to know each of you at the beginning of the course, make sure you introduce yourself! This will help me to effectively assess participation and engagement in group discussions.

Group Discussion and Media Presentation (40%)

The clinical psychologist often plays a key role as a member of an interdisciplinary team. As such, working collaboratively in a group forms an important skill. Groups of 4 or 5 will be responsible for Delivering a 1-hour presentation with an additional 20-minute discussion each week in class. The topic of your presentation will follow the topic of that week's class . You will also need to find at least FOUR empirical articles NOT already read/reviewed in the course that tie into the topic. Groups are responsible for deciding how to distribute roles and tasks. All group members must play an active role leading the discussion group, either via the media presentation, or through discussion leadership. Discussion facilitation should NOT involve a presentation, summary, or repetition of the readings. Rather, the discussion facilitators should prepare thoughtful and engaging discussion questions in advance in order to lead the class through a meaningful exploration of the assigned readings.

Here are some ideas to get you started:

- a. Ask questions and solicit the perspectives of others
- b. Offer your insights on the ideas presented in your designated reading
- c. Create an activity that gets at the heart of some of the issues (a debate, a simulation)
- d. Try to get everyone to participate in the discussion

Course Resources

Required Texts: There is no text required for this course. Please note that a number of peer-reviewed articles will be assigned throughout this course and will be provided the week before each class.

Courselink: Please get to know our course website on Courselink. It is your responsibility to keep up to date on materials and announcements posted on this website. Grades will be shared through Courselink and you will be asked to submit assignments using Dropbox.

Course Policies

General:

All students are required to check their @uoguelph.ca e-mail account regularly. There are a number of deadlines and substantial organization required in completing this course. It is your responsibility to organize yourself and meet these deadlines.

Grading Policies:

Course assignments are strictly due on the dates outlined above. Late reflections will receive a grade of 0. Please note that these policies are binding unless academic consideration is given to an individual student. The timeframe and due dates for all assignments are outlined in this course outline. Please note that issues related to technological malfunctions (e.g., "I forgot to hit submit," hard-drive crashes, etc.) and leisure travel are not valid reasons for extensions. The only exceptions to these rules are for unforeseen, serious circumstances of personal illness or other issues.

Course Policy on Group Work:

This course has both individual and group work. Each group member is expected to contribute equally across components of the group assignment. If there is an issue or concern with regard to group work, it is your responsibility to first try and come to a resolution. If problems/concerns persist, it is your responsibility to contact me and let me know as soon as possible if your efforts have not been successful.

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

Course Policy regarding materials provided by instructor and her designates:

The material shared by the course instructor as part of this course, including copies of the lecture slides, are solely for the personal use of the authorized student and may NOT be reproduced, or transmitted to others, whether it is in their original format or a modified version, without the express written consent of the course instructor.

Policy on Emails:

Emails will usually be answered within 24 to 48 hours during weekdays. It is possible that some emails that are not from a university address (e.g., @hotmail.com) may be treated as spam. The university expects you to check your U of Guelph email account regularly and us to use it to communicate with you.

Policy Regarding Turnitin:

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. As the 2014/15 Undergraduate Calendar states: "Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it" (p. 31).

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration:

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar:

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/>

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability

or a short-term disability should contact the Student Accessibility Services - <https://wellness.uoguelph.ca/accessibility> - as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email csdexams@uoguelph.ca or the Student Accessibility Services Website

<https://wellness.uoguelph.ca/accessibility>

Drop Date

The last date to drop one-semester courses, without academic penalty, is April 8, 2022. For regulations and procedures for Dropping Courses, see the [Schedule of Dates](#) in the Academic Calendar.

<https://calendar.uoguelph.ca/undergraduate-calendar/schedule-dates/>

Additional Course Information

My Role and Responsibilities: My role is to familiarize you with core issues relevant to Clinical Psychology as it pertains to human development, children, and youth. I will come each week to class prepared with well-organized lectures and real-world examples from my own practice, case studies, or media clips. I will engage you to learn and be excited about developmental clinical psychology. I will support a sound learning environment that is free from judgment and undue criticism. I will model facilitation of healthy and active discussions concerning course content. I will be available to answer your questions regarding course content and assignments. I will adhere to the syllabus, in the exception of exceptional circumstances, wherein I will announce the change in class as soon as possible as well as on Courselink.

Your Role and Responsibilities: Come to class, complete assigned readings, pay attention, and participate in class activities and discussions. I encourage healthy debate and discussion throughout the course, but you must also practice respectful participation strategies and show the ability to consider alternative perspectives. Put thought and effort into your individual and group coursework. Be a conscientious group member. Pay attention in class and remove irrelevant distracting stimulus. You may use a laptop in class to take notes and work on group assignments, but do not engage in activities that will distract anyone (myself included). Please read the syllabus before asking a question about the course or assignments.

Classroom Conduct: Please come to class on time and listen during lectures and while others are speaking. Cell phones should be turned off during class other than in emergency situations. Mute yourselves when you are not speaking. You may have your cameras on or off.