

PSYC*4440-01, Course Outline: Winter 2016

General Information

Course Title: Contemporary Issues in Child Development: Pediatric Psychology

Course Description:

This course is designed to provide students with an overview of the field of pediatric (child health) psychology including history, theory, research, and clinical practice. Topics will include an introduction to the specialty incorporating theoretical perspectives, common assessments and interventions. An overview of different issues/disorders/diseases (e.g., pain, feeding disorders, sleep) within the field will be provided including etiology, theoretical perspectives, relevant research findings, and evidence-based assessment and treatment. Issues such as comorbidity, social influences, as well as legal and ethical concerns will be discussed for topics as appropriate. Through exploration of the various topics, students will learn about some of the research methods used in this field as well as overarching factors of importance across disorders (e.g., impact on development, family factors). Knowledge from related fields of developmental and clinical psychology as well as behavioural medicine will be used to inform understanding of topics. Case studies and examples of “real-world” treatment programs will be used to illustrate clinical concepts.

Credit Weight: 0.5 credits

Academic Department (or campus): Psychology

Semester Offering: Winter 2016

Class Schedule and Location: Wednesdays 8:30 - 11:20 am MacKinnon Room 238

Instructor Information

Instructor Name: C. Meghan McMurtry, Ph.D., C. Psych

Instructor Email: cmcmurtr@uoguelph.ca (when sending an email, please put 4440 in the subject line)

Office location and office hours: 4004 MacKinnon Extension; Wednesdays 11:30 - 1 pm or by appointment only.

GTA Information

GTA Name: Jessica Dalley

GTA Email: jdalley@uoguelph.ca

GTA office location and hours: by appointment only

Course Content

Specific Learning Outcomes:

In completing this course, students should be able to:

1. Demonstrate an understanding of the field of pediatric psychology and its relationships with clinical psychology and medicine
2. Describe the role of pediatric psychologists in collaborating with other clinical professionals in a variety of settings
3. Identify the signs and symptoms, evidence-based assessments, as well as treatments of a variety of disorders/issues within pediatric psychology within a child development context
4. Develop and implement basic knowledge dissemination skills in communicating pediatric psychology topics to community audiences
5. Demonstrate collaborative group work including problem-solving, responsible completion of assigned tasks, organization, and respect for others
6. Evaluate self and peer contributions to group work
7. Demonstrate appropriate academic independence, personal organization, and time management in completing assigned course tasks

Lecture Content:

The course format is a combination of lecture-based and more active learning. Attendance and active participation in the class are expected. In-class discussion, examples from the popular media, and videos will be used in combination with a more traditional didactic component. Students are expected to lead the class in an individual and group presentation. PowerPoint presentations will be used for all of my lectures and a draft of these will be posted by midnight the day before the lecture on Courselink. However, the presentation outlines that I post on Courselink will not include some of the slides/information that I will present in class (e.g., case studies, elaborations, practical examples). It is in your best interests to attend class and take good notes. While there will be overlap between the readings and the lectures, there will also be information unique to both. To be familiar with all of the information required for the final exam, you need to complete the readings and attend all the lectures.

Weekly Schedule:

Note that on average, the HPP Chapters are only ~15 pages long

Week	Date	Topic	Reading	Assignments Due
1	Jan 13	Introduction to children, health, clinical psychology, and pediatric psychology.	None! 😊	
2	Jan 20	Overview of Assessments and Interventions Group work time	Courselink: Ch 14 from text "Clinical Psychology" 7 th ed.	
3	Jan 27*	Pediatric Sleep Group work time	HPP Ch 33	
4	Feb 3*	Diabetes	HPP Ch 19	Group work plan due Feb 3
5	Feb 10*	Feeding Disorders	HPP Ch 29	
6	Feb 17	WINTER BREAK – NO CLASS	N/A	
7	Feb 24*	Elimination disorders (enuresis & encopresis)	HPP Ch 32	Group effort form #1 and draft communication product due Feb 24 for circulation to community clinicians
8	Mar 2*	Group presentations (#1-4)	No readings 😊	
9	Mar 9*	Group presentations (#5-8)	No readings 😊	
10	Mar 16*	Obesity	HPP Ch 30	
11	Mar 23*	Palliative Care	HPP Ch 14	
12	Mar 30*	Pediatric Pain – Acute – Chronic / Recurrent	HPP Ch 11 HPP Ch 10	
13	Apr 6	Wrap up and Review for Exam	No reading 😊	Group effort form #2, communication product and explanation due April 6

*Dates marked with an asterisk indicate classes in which discussant presentations will be held on the topics for that class (March 2nd and Mar 9 are "wild card" days so you can pick any pediatric psychology topic as long as it isn't covered in another week; see unassigned text

chapters for examples. However, you may NOT complete your discussant assignment and your group project on the same topic.)

Course Assignments and Tests:

Assignment or Test	Due Date and Time	Contribution to Final Mark (%)	Learning Outcomes Assessed
Class participation (including discussant assignment)	Throughout; scheduled individually. Discussant presentation due by 11:59 pm the Friday before the assigned class	15 (discussant: 10%, ongoing: 5%)	1,2,3,4,7
Group Work Plan (for communication product & presentation)	Feb 3 at 11:59 pm (Dropbox)	5	5,6
Draft Communication Product (group)	Draft product: Feb 24 at 11:59 pm (Dropbox)	10	1,3,4,5
Group Presentation	Groups #1-4: Mar 2 (in class) Groups #5-8: Mar 9 (in class)	5	1,3,4,5
Final Communication Product (group)	April 6 by 11:59 pm (Dropbox)	20	1,3,4,5
Explanation of Communication Product and Reflection Paper (individual)	April 6 by 11:59 pm (Dropbox)	10	1,3,4,7
Group Communication Product and Presentation Effort Forms – x2	Form 1: Feb 24 at 11:59 pm (Dropbox) Form 2: April 6 at 11:59 pm (Dropbox)	0 Grades will not be released until submission.	6
Final Exam (based on readings, lectures)	Wednesday April 13 8:30-10:30 am	35	1-3, 7

Additional Notes (if required):

Details and marking schemes for each course component will be posted on Courselink, what follows is a simple overview.

Class Participation:

There are two components to your class participation:

- 1) Your ongoing participation/discussion in class (worth 5% of your final mark). You are expected to attend all classes, including those in which groups are presenting. As this is a fourth year course, active participation in discussions is encouraged and expected. Although the quantity of your ongoing contributions will also be taken into account, the quality is very important.

2) Your class discussion assignment (worth 10% of your final mark). This is a 10 minute presentation consisting of a brief introduction to a real world parallel that you have chosen (e.g., video clip from a TV show, celebrity story) followed by your facilitation of a class discussion based on two discussion questions.

Communication Product:

Pediatric psychologists commonly need to work within teams, have to understand the research literature, and explain it to different groups of people. This assignment is designed to give you practice within each of these areas. You will be randomly assigned to a specific communication product along with 4-5 other (random) students. The purpose of this product is to provide information from the research literature to the public (e.g., a brochure outlining pain management strategies for parents of children undergoing blood draws; a poster on traumatic brain injury for high school students). The most exciting thing is that the products the groups will work on are being commissioned by clinicians and researchers in the community and will likely be put into clinical practice when complete! You have the unique opportunity to create something that will help families and clinicians in pediatric psychology. In consultation with a community member, your TA, and me, your group will complete: 1) a work plan; 2) draft communication product; 3) a presentation giving an overview of the product; and 4) the final communication product. Individually, each person will also prepare an explanation of the communication product and reflect on his/her learning experiences through this process.

Final examination date and time: Wednesday April 13, 2016 8:30-10:30 am

Final exam weighting and format: The final exam will be multiple choice and short answer. It is a cumulative, closed-book test: you will not be able to access the text, your notes, or other material during the exam. The content will be based on both the readings and the lecture material. In addition, some of the exam questions may be chosen from the student prepared discussion questions. Thus, you need to attend all of the classes. The last class will be used to review the material. Worth 35% of your final mark.

Course Resources

Required Texts: The Handbook of Pediatric Psychology, 4th edition. Editors: Michael Roberts & Ric Steele. One copy is on reserve in the library. Readings are to be completed prior to the lectures so that you will derive maximum benefit and can meaningfully contribute to class discussion.

Other Resources:

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. Copies of the lecture slides will be

posted on Courselink by midnight the night before class. Grades will be shared through Courselink and you are also asked to submit a number of course components through Dropbox.

Course Policies

General

All students are required to check their @mail.uoguelph.ca e-mail account regularly. One of the course learning outcomes is “Demonstrate appropriate academic independence, personal organization, and time management in completing assigned course tasks.” This outcome was not chosen lightly; 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 – I will not spend time in class reminding you of various deadlines.

Grading Policies

Late Assignments: It is your responsibility to meet deadlines. Group project components (see assignment table) that are not handed in before their respective due dates and times will be immediately deducted 5 points and 5 additional points will be taken off for each day of lateness. Discussion assignments uploaded to Courselink after 11:59 the Friday before the assigned date will be immediately deducted 2 marks and an additional 2 marks will be taken off for each additional day of lateness. No extensions will be granted. The only exceptions to these rules are for unforeseen, serious circumstances of personal illness or other issues (see above).

Missed Exams: The only accepted reasons for missing the final are: a) medical reasons, b) compassionate reasons, and c) conflict with a religious holiday. Be sure to review your exam schedule prior to making travel arrangements for the end of term, as this does not constitute a valid reason for missing a final exam according to university policy. If you know ahead of time that you will miss the final, please let me know as soon as possible. You should consult with the Bachelor of Counselling Office (x. 52140; or equivalent for your degree program) in advance if you will be missing the final exam.

Course Policy on Group Work:

This course has both individual and group work. There are a variety of checks and balances in place to maximize equitable distribution of effort in the group work and this has worked well in the past. Each group member is expected to contribute to all components of the project. If there is an issue in group effort, it is your responsibility to try to work it out and to let the TA and me know as soon as possible if your efforts have not been successful. In addition to the group work plan contract, all members of the group will complete two work effort forms indicating the amount of effort each group member devoted towards the completion of the group assignment and adherence to the group work plan contract. This includes factors such as involvement in planning, preparation for meetings, contributions to group discussions, completion of assigned work. Although ideally, each group member will contribute equally, this is not always the case. These group effort forms and their ratings will be taken into account when assigning each student's grade for the components of the group assignment. For

example, if a pattern emerges in which one group member receives lower effort scores than the other 5 members, this will likely result in a lower grade for that person. Any group members who do not attend the day of the presentation will receive a 0 for that portion of the assignment without a documented medical or compassionate reason; there will be no make-up presentations. Group effort forms will be posted on Courselink and submitted via Dropbox.

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.

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: [Academic Consideration, Appeals and Petitions](#)

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: [Academic Misconduct Policy](#)

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 as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#).

Drop date

The last date to drop one-semester courses, without academic penalty, is March 11, 2016. For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Undergraduate Calendar](#)

Additional Course Information

My Role and Responsibilities: To spark your curiosity about pediatric psychology! Deliver well-organized lectures based on the class text and other sources, supplemented by information from my “real world” experience, case examples, description of treatment programs, etc. Encourage and foster an open class environment that facilitates lively discussion. Be available to answer your questions. Provide fair evaluation. Adhere to this syllabus. In exceptional circumstances, changes may need to be made to the syllabus. In such cases, I will announce the changes in class as soon as possible as well as on CourseLink.

Your Role and Responsibilities: Be an engaged learner. Complete the reading assignments and come prepared for class. Speak up! Active discussion is key for this course. I encourage healthy debate in our discussions but you must also be respectful to other members of the class. Be on time for class. Put thought and effort into your course work. Be an active and dedicated group member.

Classroom Conduct: Please be on time and attentive during class as coming in late and talking during class are disruptive to other students. Cell phones should be turned off during class other than in emergency situations. If you are using your laptop in class, be sure that it is only to take notes; doing other activities on your laptop is disrespectful to me (and students when they are presenting) and distracting to your fellow students.