

Department of Psychology
Nipissing University
Psychology 3615 – Psychological Disorders in Children
2010-2011 Course Outline

INSTRUCTOR: Dr. David Armstrong
OFFICE: H122; <http://www.nipissingu.ca/faculty/davida/>
OFFICE HOURS: By appointment
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CLASS:
6:30-9:30 pm, Thursdays Fall 2010 / Winter 2011, Lecture format

COURSE DESCRIPTION:

From the calendar: This course critically examines the description, classification, determinants and treatment of the development disorders of childhood and a detailed inquiry into the disorders of mental retardation, hyperactivity, specific learning disabilities and childhood psychosis in the light of current research knowledge. Special emphasis is given to the evaluation of treatment methods applicable in the child's social-educational milieu.

Current directions: Psychology is the *scientific* study of behaviour and mental processes and that ethical and professional guidelines demand practitioners provide effective treatments. Therefore, this course is *heavily* empirically oriented. This means we will be discussing statistics and research design to answer how we know what we know about the complex field mental and developmental disorders. It also means we will be studying treatments that work. Students are already assumed to have experience in obtaining scientific journal articles, writing in APA format, and a basic understanding of statistics.

This course is an introductory course aimed to make you cognisant of mental health, wise consumers of the mental health system and prepare you for subsequent study in assessment or intervention techniques. This course also goes beyond a strictly disease-model and incorporates themes in human development and influences on intervention. Successful completion of this course is likely necessary, but not sufficient, for practice as a psychotherapist, psychiatrist, psychological associate, or psychologist.

PRIMARY TEXTS:

Wilmshurst, L. (2005). Essentials of child psychopathology. Hoboken, NJ: Wiley.

Greenhalgh, T. (2010). How to read a paper. The basics of evidence based medicine. Fourth edition. West Sussex, UK: Wiley / BMJ Books.

Other reference materials: Students taking this course are expected to be able to access scientific journal articles using databases such as PsycInfo and/or accessing journals directly by the 'Journals by Title' link on the library website. Students are also encouraged to familiarize themselves with the Cochrane Database of Systematic Reviews, which will be further discussed in class. Furthermore, highly influential articles are made available to this class through RefShare, available on the library website. Unless otherwise noted, you will not be tested on this supplemental material. However, students are highly encouraged to take advantage of the availability of these articles.

EVALUATION:

Quizzes (2 at 20% each)	40 %
Course Paper 1	10 %
Course Paper 2	15 %
Final Exam	35 %

Quizzes: Quizzes consist of 75 multiple-choice questions each and cover all assigned readings and lecture material that has not been covered on a previous examination. Unless you have made alternate arrangements with student services, students will have 90 minutes to complete the quiz at the beginning of class. Classes will resume at 8:05 pm on quiz days.

Course Paper 1: A three-to-four page term paper (excluding references, title page and abstract) is required for completion of the course. The topic for the paper is a *selective review of 2 randomized controlled outcome studies* of an (preferably manualized) intervention for any mental illness (treatment of individuals < 19 yrs of age). Please see the marking scheme on this syllabus and the reference material on the website for further instructions. This term paper is to be formatted as a 'manuscript' with respect to APA Publication Guidelines (5th edition). *All term papers are due at 20:50 on December 01, 2010. Late submissions must be time-stamped if not handing it directly to the professor, and 10% will be deducted from your assignment final grade each 24 hours it is late.*

Course Paper 2: A three-to-four page term paper (excluding references, title page and abstract) is required for completion of the course. The topic for the paper is a *review of meta-analysis on any treatment for a mental illness* (treatment of individuals < 19 yrs of age). You will include a title page, a two to four page paper answering 5 provided questions, a completed checklist, and a copy of the paper you have reported on. Please see the marking scheme on this syllabus and the reference material on the website for further instructions. This term paper is to be formatted as a 'manuscript' with respect to APA Publication Guidelines (5th edition). *All term papers are due at 20:50 on March 10, 2011. Late submissions must be time-stamped if not handing it directly to the professor, and 10% will be deducted from your assignment final grade each 24 hours it is late.*

Final Exam: The final exam will consist of 75 multiple choice questions based on material not covered on other exams, 40 questions taken from previous quizzes, and 10 novel questions that may be based on any material from assigned readings and lecture material.

Important Note About Using Email

Previous students have reported the instructor response more promptly to email than voicemail. *Please use "PSYC 3615" as the subject header to ensure it doesn't get buried in a pile of junk mail.*

Remediation and Special Needs

For students needing intensive special tutoring on some aspect of the course content, individual student tutors can be arranged through the Student Services Office. A range of other services for those who wish to improve their grade may be obtained through this office. Students requiring adaptations around lectures, supplementary material, or evaluation are to make arrangements through this office who will then notify the instructor.

Please note....

All psychology courses are run in accordance to the guidelines set out in the Academic Calendar (see <http://www.nipissingu.ca/calendar/>, in particular the 'Nipissing University Student Policies'). It is the student's responsibility to familiarize themselves with this document, clarify the specific application of the guidelines to individual courses and evaluation with the instructor, and make known any concerns in regard to said guidelines or evaluation to the instructor so that arrangements other than those specified in the outline and handbook may be considered prior to any problems.

Exams will only be rescheduled in rare circumstances in which legal, health, or compassionate issues significantly prevent valid assessment of a student's achievement on the specified date. Rescheduling will be considered on a case-by-case basis, and relevant documentation will be required. Please email me as soon as you know you will not be available. In most cases, if I do not receive notification BEFORE the exam I will not consider your request and will enter a mark of 0 on the exam.

If you disagree with any decision or grading your professor has communicated, please approach your professor first to try and resolve it. If in your opinion the matter is not resolved justly, you have the right to an appeal process through the Dean of the Faculty of Arts and Sciences. Please see your course calendar for the specifics.

TENTATIVE LECTURE SCHEDULE AND READINGS:

Date	Title	Readings
Sept 15 2010	Introduction to the Behavioural Health Sciences	Ch 1, Greenhalgh
Sept 22 2010	Mental Illness in Historical and Contemporary Contexts	Ch 1, Wilmshurst
Sept 29 2010	Empirical Foundations of Mental Health I	Ch 2.1, 2.2, 2.3 (to pg 21), 3, & 4, Greenhalgh
Oct 06 2010	Empirical Foundations of Mental Health II	Ch 5, 6.1, 6.2, 6.4, 6.5, Greenlgh Chapter 3, Wilmshurst
Oct 13 2010		
Oct 20 2010	Trauma and Developmental Pathology I	Chapter 13, Wilmshurst
Oct 27 2010	Trauma and Developmental Pathology II	
Nov 03 2010	Anxiety Disorders	Chapter 5, Wilmshurst
Nov 10 2010	Anxiety Disorders	
Nov 17 2010	Quiz 1 Mood Disorders: Depressive disorders	Chapter 6, Wilmshurst
Nov 24 2010	Mood Disorders: Depressive disorders	
Dec 01 2010	Mood Disorders: Bipolar disorders <i>Paper #1 Due</i>	
Dec 08 2010	TBA	TBA
Jan 06 2011	Cumulative knowledge in mental health – <i>Note: There will be a full lecture this week. Please come prepared with the on-line lecture notes and readings completed.</i>	Ch 9, Greenhalgh QUOROM Statement
Jan 13 2011	ADHD	Ch 4, Wilmshurst
Jan 20 2011	Disruptive Behaviour Disorders I	Ch 8, Wilmshurst
Jan 27 2011	Disruptive Behaviour Disorders II	
Feb 03 2011	Quiz 2 Substance Disorders	Ch 10, Wilmshurst
Feb 10 2011	Pervasive Developmental Disorders (ASD)	Ch 11, Wilmshurst
Feb 17 2011		
Feb 24 2011	Intellectual Disabilities, FASD	Ch 11, Wilmshurst
Mar 03 2011	Learning Disabilities	Ch 12, Wilmshurst
Mar 10 2011	Eating Disorders <i>Paper #2 Due</i>	Ch 9, Wilmshurst
Mar 17 2011	Disorders of Elimination & Impulse Control	TBA
Mar 24 2011	Other legal and clinical issues in child clinical work	TBA
Mar 31 2011	Review	TBA
	Final Exam – TBA	

Note. Readings may be subject to change and can be verified with the professor during class. Please complete readings before coming to class. Lecture notes are published on 'Blackboard' and students are expected to come to class with these notes.

PSYC 3615 Term Paper 1 Marking Scheme

Note: If your paper is held together with anything but a single staple in the top left-hand corner, margins have been obviously manipulated, Title Page or References are not in APA format, or anything other than Calibri (10-12 pt font), Tahoma (9-11 pt font), or Times New Roman (10-12 pt font), no mark will be entered

___/1 Abstract

- 1 sentence related to each major heading.

___/4 Introduction

- First sentence introduces disorder and provides reliable prevalence rate (+ citation).
- Second sentence concisely describes diagnostic criteria for said disorder
- Third sentence lists at least 3 treatment options (+ citation)
- Fourth and fifth sentence briefly describe the treatment(s) chosen for the paper and rationale for treatment (e.g. the etiological perspective on the illness inherent in that treatment)

___/5 Outcome Study #1

- Name of manual or thorough but concise description of session content
- Specific information about demographic and health information of participants in the study (and how was disorder confirmed or not confirmed at the beginning of the study?)
- Provide information on what was done to control group
- Provide reliability estimate for at least 1 of the main outcome measures (should be the same one based off of the significance test / effect size below)
- Cite the statistical test used, whether significance was reached, and a standardized magnitude of effect for control vs. treatment grps at endpoint (r , d , η^2 , ω , or χ^2)

___/5 Outcome Study #2

- Name of manual or thorough but concise description of session content
- Specific information about demographic and health information of participants in the study (and how was disorder confirmed or not confirmed at the beginning of the study?)
- Provide information on what was done to control group
- Provide reliability estimate for at least 1 of the main outcome measures (should be the same one based off of the significance test / effect size below)
- Cite the statistical test used, whether significance was reached, and a standardized magnitude of effect for control vs. treatment grps at endpoint (r , d , η^2 , ω , or χ^2)

___/5 Discussion (*evaluation*)

- Summarize findings in 1-2 sentences, including a the average expected benefit of each intervention (expressed as an effect size given as a standardized statistic and also transformed into expected gain in a distribution with a mean of 50 and a standard deviation of 10)
- Rate each article according to Nathan & Gorman's 2002 criteria (to be provided by the professor) and implications for interpreting the results of the article (1-2 sentences)
- Maximum 3 sentence answer to 1 critical thinking question + implications for interpreting results of both studies

___/5 Fluent communication of ideas

- APA formatting relative to a 'manuscript' according to APA Publication Guidelines,
- Clear (good use of headings or paragraph breaks)
- Concise (don't include irrelevant information)

Term Paper 1 Critical Thinking Questions

- Is there conflicting evidence over a specific efficacy of a treatment? Is this due to different instruments, different populations?
- Did this study test any hypotheses regarding the influences how people respond to treatment (e.g. did homework compliance or working alliance effect how people responded to treatment?) (if no and you can't make a reasonable guess based on data, then don't answer this one!)
- If this is so effective, why aren't people doing it (is it too long, too expensive for the amount of gain)? How could it be promoted and gain buy-in of local health care team players.
- How many people dropped out of treatment (report both the number of drop-outs, and the % of the treatment group this represents)? How does this compare to the number of drop-outs in the comparison group? Did the authors include these drop-outs in the final analysis?
- How effective were other comparative conditions? Was the comparison condition as effective as it could possibly be (e.g. was it manualized, were the treatment professionals trained in the application? Were they using optimal dosage of current medication?). Do you think the authors made a fair comparison?

PSYC 3615 Term Paper 2 Assignment

Please complete the following table with respect to your attached meta-analysis.

Heading	Subheading	Descriptor	Reported? (Y, N)	Page #	
Title		Identify the report as a meta-analysis [or systematic review]			
Abstract	Objectives	Describes the clinical question explicitly			
	Data sources	Describes the databases (i.e. list) and other information sources			
	Review methods		Describes the selection criteria (i.e population, intervention, outcome, and study design),...		
			...data abstraction (e.g. coding procedures)...		
			...and quantitative data synthesis (e.g. any weighting, which kind of statistic) in sufficient detail to permit replication		
	Results		Describes the characteristics of the studies included and excluded...		
			...qualitative (e.g. large) and quantitative findings (e.g. $d=.70$)		
	Conclusion	Describes the main results			
Introduction		Describes the explicit clinical problem...			
		...rationale for the intervention...			
		...and rationale for the review.			
Methods	Searching	Describes the information sources in detail (e.g. MEDLINE, PSYCINFO, unpublished personal files, hand-searching)...			
		...and any restrictions (years considered, publication status, language of publication)			
	Data abstraction	At least minimally describes process or processes used for categorizing studies (e.g. completed independently, addresses inter-rater reliability)			
	Study characteristics	The type of study design, participants characteristics...			
		...details of intervention, outcome definitions (e.g. measures and specific comparison is labeled)...			
		...and how clinical heterogeneity (diagnostically) was assessed (e.g. reported how many studies confirmed diagnosis			

Heading	Subheading	Descriptor	Reported? (Y, N)	Page #
	Quantitative data synthesis	Describes the principles measures of effect (e.g. relative risk, Cohen's d, r)		
		...handling of missing data...		
		...how statistical heterogeneity was assessed...		
		...assessment of publication bias.		
Results	Trial flow	Provide a meta-analysis profile summarizing trial flow (flow diagram or discussion regarding how many studies left for analysis after each cull (and reason for cull))		
	Study characteristics	Present descriptive data for each trial (e.g. age, sample size, intervention, duration, follow-up period if any...typically in a large multi-page table)		
	Quantitative data synthesis	Report agreement on the selection...		
		...and present simple summary results (for each primary outcome)		
Discussion		Summarize key findings....		
		...discuss clinical inferences based on internal (good research design) OR external (generalizability) validity...		
		...interpret the results in light of the totality of available evidence (previous findings and)...		
		...describe potential bias in the review process (e.g. publication bias...		
		...and suggest a future research agenda.		

Marking: 10 pts total.

- 2 marks total in each of 5 sections (with title and abstract combined).
- Mark in each section = $2 - X(0.5)$, where X equals number of mistakes to a maximum of 4.

Please also attach a 2-4 page clear and concise paper reporting the following paragraphs (no need for headings) (20 pts total):

Paragraph 1. – Discuss treatment and rationale behind it (why do people say it works for a particular disorder) (see points below) (2 pts). ALSO describe manual or sessions for psychotherapy or mechanism of action for drugs (2 pts).

- Psychotherapy / skills-based: provide # of sessions/length and nature of stages or modules in treatment
- Pharmacotherapy: provide any approximate dosing rules and class of the drug

Paragraph 2. – What is the pooled or average effect (with confidence intervals) (2 pts)? What comparison does this represent (including dependent variable, and please provide a qualitative descriptor (large, med, small effect size, proportion of risk or variance, 1 SD above the untreated group, etc) (2 pts).

Paragraph 3. – Are there any reasons why this may not be a trustworthy effect size? (e.g., was it valid to combine studies, publication bias, etc). If it is a perfect meta-analysis, provide an example of a research practice to make it an un-trustworthy effect size. (2 pts)

Paragraph 4. – Was it a heterogeneous effect and if so what are the moderators (if not reported please specify this) (2 pts)? Does this impact who we should deliver the treatment to whom or how it should be delivered otherwise (and how) (2 pts)?

Paragraph 5. – You want to open a clinic or run a study and demonstrate the largest effect mentioned in this study. Please describe ‘what’ showed the most effect and under ‘which’ conditions (4 pts). *Please note, I’m not looking for a new creative idea, but simply for you to replicate the largest possible effect size based on comparisons and methodology mentioned in the meta-analysis.*

- E.g. What manual or treatment protocols will you use (if any)?
- E.g. Who would you recruit? How would you sample?

When handing your assignment in, please include (stapled in the top left-hand corner, in the following order)

- *a title-page including a title, name, professor, and class (no running head needed),*
- *2-4 page paper on the 5 questions,*
- *Meta-analysis checklist*
- *A copy of your meta-analysis*