



ORIGINAL COURSE IMPLEMENTATION DATE: September 2006  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): May 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

<b>Course Code and Number:</b> PSYC 356		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Developmental Psychopathology <b>Course Short Title:</b> Developmental Psychopathology															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Psychology													
<b>Calendar Description:</b> Students integrate developmental theory, theoretical perspectives on the origins and treatments of disordered behaviors in childhood, and relevant research findings in these areas. Behavior disorders of children are examined from social, cultural, and historical contexts. Students explore issues such as conduct disorders, autism, and attention, anxiety, and mood disorders.															
<b>Prerequisites (or NONE):</b>		PSYC 202, PSYC 241, and PSYC 351.													
<b>Corequisites (if applicable, or NONE):</b>		N/A													
<b>Pre/corequisites (if applicable, or NONE):</b>		N/A													
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: <b>PSYC 491E</b> Cross-listed with: <b>N/A</b> Equivalent course(s): <b>N/A</b> <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>25</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>		Lecture/seminar	45									<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	45														
<b>Total hours</b>	<b>45</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b>	February 2024												
<b>Faculty Council approval</b>		<b>Date of meeting:</b>	March 8, 2024												
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>	May 17, 2024												

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Characterize psychological disorders of childhood and adolescence.
2. Discuss etiology, prevalence, and treatment of childhood and adolescent disorders.
3. Evaluate the issues arising from identifying and treating childhood disorders.
4. Examine varied theoretical perspectives relevant to developmental psychopathology.
5. Reflect on research findings and/or theories involving Indigenous scholars and communities.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Final exam:	35%	Quizzes/tests:	35%	Assignments:	30%
	%		%		%

**Details:**

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, seminars, presentations, guest speakers, class discussions.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Mash, E., Wolfe, D. & Williams	Child Psychopathology; Cengage Learning	2024
2. Other	American Psychological Association	Diagnostic and Statistical Manual of Mental Disorders, 5 <sup>th</sup> edition, _Text Revision (DSM-5-TR)	2022
3.			
4.			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- Defining and identifying disordered behaviour
- Perspectives and theories of disordered behavior
- Research Methods
- Intellectual developmental disorder
- Anxiety and obsessive compulsive disorders
- Conduct disorders
- Attention deficit hyperactivity disorder
- Communication and learning disorders
- Autism and childhood onset schizophrenia
- Depressive and bipolar disorders
- Trauma and stressor related disorders
- Substance use disorders
- Feeding and eating disorders