

CURRENT TOPICS IN ABNORMAL PSYCHOLOGY

PSYD33F - FALL SESSION

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Objectives:

This course will cover a number of current topics in the field of abnormal psychology including mental illness and the media, mental health promotion, prevention, and intervention, the development and treatment of aggression and violence in children and youth, government responses to mental health issues, and clinical research and program evaluation.

Beginning with a "community-based" perspective of the definition and treatment of mental disorders, we will examine how various systems within society contribute to the definition and development of abnormal behaviour and how a community-based approach to the prevention and treatment of disorders has brought about the need for paradigm shifts in the field. In particular, the development and treatment of externalizing behaviour disorders in children and youth including Attention Deficit Hyperactivity Disorder, Conduct Disorder, and juvenile delinquency will be examined from this perspective.

The course will include lectures, guest speakers, and videotaped materials. There will be no textbook. A set of reading materials will be distributed at the beginning of the course at a cost of about \$10.00 for each student.

Course Requirements:

Each student will be required to write a 7-10 page focus paper on a topic related to the course content or another topic of the student's choice with special permission from the Instructor. APA (1994) format for publishing should be followed for references. You will be required to submit a brief outline of your focus paper no later than October 10. The final paper will be due on November 28. The midterm exam will be on October 17, and the final exam will be scheduled during the final exam period.

Grades will be based on a midterm test (35%), the focus paper (25%), and a final exam (40%).

SCHEDULE OF LECTURES

- September 12 - Overview and introduction to course material and grading; Defining mental disorders
- September 19 - Mental Illness in the media
- September 26 - Children and families at risk
- October 3 - Attention Deficit Hyperactivity Disorder (ADHD) - Dr. P. Jean Szkiba-Day, clinical child psychologist at Kinark Child and Family Services, Newmarket
- October 10 - Development of conduct disorder and juvenile delinquency
- October 17 - Midterm exam
- October 24 - Conduct disorder, aggression, and girls
- October 31 - Treatment of conduct disorder - Part I
- November 7 - Treating perpetrators of domestic violence - Dr. Jim Cheston, psychologist, Ontario Corrections Institute, Brampton
- November 14 - Treatment of conduct disorder - Part II
- November 21 - The art and science of prevention/government responses to mental health using BBBF and CAP-C programs as examples
- November 28 - Evaluating services for children
- December 5 - Ethics in researching high risk families and children; Overview of course material

TOPICS FOR FOCUS PAPERS

1. Treatment of conduct disorder or juvenile delinquency
2. The police response to under 12 offenders
3. Mental illness in the media
4. Mental health promotion
5. Portrayal of violence in the media
6. A community's response to social issues and risk factors for mental disorders (e.g., violence, poverty, marital discord) using Regent Park as an example
7. Government's response to reducing the prevalence of mental disorders
8. A school board's response to violence: Implications of the Scarborough Board of Education's "zero tolerance" policy
9. Community policing as a response to crime
10. The impact of deinstitutionalization on a community and how the community is responding - The example of Parkdale
11. Other topic to be determined with the Instructor

LIST OF READINGS

I. Defining Mental Disorders

*Wakefield, J. C. (1992). The concept of mental disorder. American Psychologist, 47, 373-388.

II. Mental Illness in the Media

Day, D. M. (1987). Improving community education strategies for mental health promotion. Canada's Mental Health, 35, 6-10.

Gardner, J. M. & Radel, M. S. (1978). Portrait of the disabled in the media. Journal of Community Psychology, 6, 269-274.

*Wahl, O. F. (1992). Mass media images of mental illness: A review of the literature. Journal of Community Psychology, 20, 343-352.

III. Children and families at risk

*Brooks, R. B. (1994). Children at risk: Fostering resilience and hope. American Journal of Orthopsychiatry, 64, 545-553.

*Grizenko, N. & Fisher, C. (1992). Review of studies of risk and protective factors for psychopathology in children. Canadian Journal of Psychiatry, 37, 711-721.

Rae-Grant, N., Thomas, H., Offord, D., R., & Boyle, M. H. (1989). Risk, protective factors, and the prevalence of behavioral and emotional disorders in children and adolescents. Journal of the American Academy of Child and Adolescent Psychiatry, 28, 262-268.

Werner, E. E. (1985). Stress and protective factors in children's lives. In A. R. Nicol (Ed.), Longitudinal studies in child psychology and psychiatry (pp. 335-355). New York: Wiley.

III. Attention Deficit Hyperactivity Disorder

*Szkiba-Day, P. J. (1995). Attention Deficit Hyperactivity Disorder and Learning Disabilities. Unpublished workbook. Mississauga, Ontario.

V. Development of conduct disorder and juvenile delinquency

*Farrington, D. P. (1993). Motivations for conduct disorder and delinquency. Development and psychopathology, 5, 225-241.

*Patterson, G. R., DeBaryshe, B. D., & Ramsey, E. (1993). A developmental perspective on antisocial behavior. American Psychologist, 44, 329-335.

VI. Aggression and girls

*Cowan, B. R. & Underwood, M. K. (1995). Sugar and spice and everything nice? A developmental investigation of social aggression among girls. Paper presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, IN.

*Crick, N. & Grotpeter, J. K. (1995). Relational aggression, gender, and social-psychological adjustment. Child Development, *66*, 710-722.

VII. Treatment of conduct disorder

*Andrews, D. A. (1989). Recidivism is predictable and can be influenced: Using risk assessments to reduce recidivism. Forum on Corrections Research, *1*, 11-18.

*Kazdin, A. E. (1987). Treatment of antisocial behavior in children: Current status and future directions. Psychology Bulletin, *102*, 187-203.

Dumas, J. E. (1989). Treating antisocial behavior in children: Child and family approaches. Clinical Psychology Review, *9*, 197-222.

VIII. The art and science of prevention

*Coie, J. D., Watt, N. F., West, S. G., Hawkins, J. D., Asarnow, J. R., Markman, H. J., Ramey, S. L., Shure, M. B., Long, B. (1993). The science of prevention. American Psychologist, *48*, 1013-1022.

Deutsch, M. (1993). Educating for a peaceful world. American Psychologist, *48*, 510-517.

Yoshikawa, H. (1994). Prevention as cumulative protection: Effects of early family support and education on chronic delinquency and its risks. Psychological Bulletin, *115*, 28-54.

IX. Treating perpetrators of domestic violence

*Bierman, R. (no date). Program description of "Relating Without Violence" treatment for domestic violence. Brampton, Ontario, Ontario Correctional Institute.

X. Evaluating services for children

Ankuta, G. Y. & Abels, N. (1993). Client satisfaction, clinical significance, and meaningful change in psychotherapy. Professionals Psychology, *24*, 70-74.

*Bickman, L. (1992). Designing outcome evaluations for children's mental health services: Improving internal validity. In L. Bickman & D. Roeg (Eds.), New directions for program evaluation (No. 54; 57-68). New York: Jossey-Bass.

Day, D. M., Pal, A., & Goldberg, K. (1994). Postresidential functioning of latency-aged, conduct disordered children. Residential Treatment for Children and Youth, *11*, 45-61.

*Ross, A. O. (1981). Of rigor and relevance. Professional psychology, 12, 318-327.

Shoham-Salomon, V. & Hannah, M. T. (1991). Client-treatment interaction in the study of differential change processes. Journal of Consulting and Clinical Psychology, 59, 217-225.

XI. Ethics of research with high risk families and children

*American Psychological Association. (1992). Ethical principles of psychologists and code of conduct. American Psychologist, 47, 1597-1611.

*Fisher, C. B. (1993). Integrating science and ethics in research with high risk children and youth. Social Policy Report, VII(4), 1-27.
