



PSYCHOL 3320F (570)
Child Psychopathology
Fall/Winter 2026 - 2027

Instructor: K. Turnbull
Email: kturnbu3@uwo.ca

Course Information

Calendar Description: This is a theory course designed to introduce the wide-ranging theories of developmental psychopathology in children and adolescents. Topics will include the major DSM diagnostic categories for childhood disorders, as well as research and treatment. The course orientation is empirical, with an emphasis on recent research findings with this population.

Prerequisite(s): [Psychology 2840F/G](#) (or [Psychology 2801F/G](#), [Psychology 2802F/G](#), the former Psychology 2800E, the former Psychology 2820E, [Psychology 2830A/B](#), [Psychology 2855F/G](#) or [Psychology 2856F/G](#)) and registration in the third or fourth year of Honours Specialization in Psychology, Honours Specialization in Applied Psychology, Honours Double Major, Major or Specialization in Psychology, or permission of the Department.

Antirequisite(s): [Psychology 2041](#), [Psychology 2042A/B](#), [Psychology 2043A/B](#), [Psychology 2320A/B](#), [Psychology 3311](#) and [Psychology 3434E](#).

Extra Information: 3 lecture/discussion hours.

Course Weight: 0.50

Breadth: Category A

Subject Code: PSYCHOL

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

King's University College
Psychology 3320F Child Psychopathology/Fall 2026

Course information:

Course Name, Number, Section: Child Psychopathology, 3320F, 570
Instructor: Kathryn Turnbull, Ph.D.
Contact Information: kturnbu3@uwo.ca
Office hours: TBD – virtual and on-campus office hours by student appointment

Course Description: This course will focus on empirically-based theories of Child Psychopathology, and will review contemporary approaches to assessment, identification/classification of disorders, and intervention in different areas of Child Psychopathology, with emphasis on the overall theory of developmental psychopathology. The course will cover topics that apply broadly to Child Psychopathology, such as the conceptualization of disorders, issues in assessment and diagnosis, and risk and protective factors for disorders. Students will learn about the behavioural, social, emotional, cognitive, and developmental psychology most relevant to each disorder, or group of disorders in childhood and/or adolescence. In addition to an overview of the field in its current state, the class will touch on historical perspectives on Child Psychopathology leading to the present, as well as selected cross-cultural perspectives and issues that reflect the many overlapping systems impacting children, including families/caregivers, education/schools, healthcare, and community.

Course Learning Outcomes: At the end of this course students can expect to:

1. Know how researchers and mental health professionals categorize and describe many of the more common disorders in childhood and adolescence, including their classification, diagnosis, and treatment from a psychological perspective.
2. Understand how research contributes to defining, classifying, and describing child psychopathology.
3. Describe some of the cultural and systems factors that contribute to psychopathology in childhood, as well as the experiences of families and young people who experience different disorders.
4. Integrate knowledge gained from the course into written assignments and class discussions to foster a deeper appreciation for the impact of Child Psychopathology.

Mode of Instruction: *in person*

Course textbooks/materials:

- o Internet connection, web-browser to access assignments and lecture slides on OWL Brightspace, and computer with Microsoft word/pdf document creation software to complete course assignments.
- o Required Reading: readings for this course will be book chapters and articles available through the Western Library Systems. Links to these sources and/or copies will be available for students through the course website. If students wish to print these readings, they may be required to pay for the supplies (paper, printing credits) to print the readings; if students read the resources electronically, they will be available without additional cost on the basis of access to library services and an internet connection.

Method of evaluation:**Students will complete the following course components:**

Course Component	Deadline	Percentage
Short Paper	Friday Oct. 2	20%
Student-Led Discussions	Ongoing through the term	15%
In Class Student Discussion / Participation	Ongoing through the term	15%
Term Paper References	Friday Nov. 13	10%
Term Paper	Friday December 4	40%

Short Paper (20%): Students will write a SHORT (2-3 page paper) that reviews and analyzes the findings of an academic review paper or an original study related to psychopathology in children and adolescents. The goal of this exercise is for students to demonstrate their understanding of psychology research through clear and organized writing, as well as and meaningful analysis of the findings and conclusions.

Student-Led Discussions: Beginning in week 3 of the semester students will sign up to prepare an activity or topic for the class to foster discussion and further learning related to child psychopathology. The goal of student led discussions is not necessarily to practice an academic style form of presentation, though students may prepare power-point slides if they wish. Each discussion should be approximately 15 minutes to allow every student an opportunity. Examples of possible activities for students to bring to class include: a) presentation of common myths related to a disorder; b) true or false “trivia” about a disorder for students to answer; c) a short online video describing treatment or lived experience of a disorder; d) examples of how the disorder has been understood differently at different ages (childhood, adolescence)/ within different cultures/ within different historical periods.

In-Class Discussion /Participation: The goal of class discussion is to provide an opportunity for interactive learning in which students can discuss material, learn from different perspectives, and ask questions. To ensure regular class attendance and participation, 15% of the course grade will be based on student attendance in class and engagement, particularly during the periods where their fellow students are leading class discussions.

Sign-up and further details of the expectations for in-class presentation and discussions will be reviewed at the start of term.

Term Paper: Your term paper is your opportunity to read and write in greater depth about a particular area related to childhood psychopathology and study some of the research on this disorder in further detail. In your term paper, you should describe the features of the disorder, as well as the research on any risk factors, and available treatments for the disorder. **Your term paper should be at least 10 pages long, excluding references and title page.** It must also be double-spaced, and follow the *APA 7th ed. Guidelines* for style and references. In addition to reviewing the research on risk factors and treatments for the disorder you have chosen, you may also pursue the following options to explore the disorder you have chosen further:

- 1) You may search for studies or information on the disorder from one or more different cultural perspectives other than those covered in the course that prioritize the Canadian/North American children’s mental health system. These cultural perspectives could be from a group of people who live within Canada, or from a group or society living outside of Canada, whom you believe would have a distinctly different cultural understanding and approach to the disorder. Describe how the

disorder would be approached and compare this different cultural approach to the approach which is typically assumed within our current systems in Canada.

- 2) You may describe what a personal experience with the disorder would be like for the child, for family members, and for others who would know and be involved in helping a child with this disorder (such as a teacher, a family doctor, or a counsellor). You can describe the possible personal feelings, thoughts, and beliefs that might influence both the child and the adults around them during the disorder and its treatment. You must still include references and refer to research findings in your term paper.

Further details on the expectations and requirements for term papers will be presented in class. A detailed grading breakdown for the term paper will also be posted to the OWL course website.

Term Paper Outline & References: The overall grade for submitting an outline for a student term paper and references by November 13th will be 10%. **Students will forfeit 5% credit out of 10% if they do not submit their outline and references by the deadline of November 13th.** This marking policy is to encourage students to plan their papers and to reward advance planning. Later outlines and reference lists may be submitted if the student wishes for feedback, and they will be able to receive up to 5% course credit.

Academic Considerations:

- o You are required to communicate with the course instructor through email if you cannot meet a deadline for a written assignment (term paper and/or short paper) or if you cannot attend on the day you have volunteered to lead a student class discussion.
- o Deadlines for written assignments assist both students and the professor in planning their workload as the course progresses. Professor Turnbull encourages all students to submit their work on the posted deadlines with the goal of managing their work progress through the term. Deadlines for written assignments are posted on the day of class (Friday). Assignments can be submitted up until the end of the weekend on the week of the deadline for students who require more flexibility.

Academic Integrity:

- o **Plagiarism** is copying and/or using the work of others for academic credit without proper reference and citation or reusing your own work that you have already submitted for academic credit. Plagiarism includes using a substantial amount of someone else's phrasing, writing, and/or ideas without proper acknowledgement, even if the entire assignment is not an exact copy. The academic penalties when you plagiarize can include loss of academic credit for your entire course, or more serious penalties for repeat offenders. Rather than plagiarize, it is better to turn in a less-than-good assignment: you may get a bad grade, but it is less likely that you will fail the course outright, or worse. Please contact the instructor if you feel uncertain about how to meet the writing requirements for the course.

Students are not permitted to use generative AI and software translation tools to complete assignments. The purpose of this policy is to encourage students to recognize and develop the skills necessary to communicate clearly in writing.

- o **TurnItIn:** All required papers are subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is

subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Weekly Course Schedule:

Date (Mon-Sun)	Topic	Assignments/Deadlines
Sept. 11	Course Orientation	Discussion of Course Policies
Sept. 18	Historical Trends and Current Research in Child Psychopathology	
Sept. 25	Risk and Protective Factors for Child Development and Family Systems	First Student Discussions
Oct. 2	Assessment and Diagnosis: The DSM Classification System and beyond	Short Paper Due
Oct. 9	Intellectual Disability, Developmental Delay, and Fetal Alcohol Spectrum Disorders	
Oct. 16	<i>Fall Reading Week</i>	
Oct. 23	Autism Spectrum Disorder	
Oct. 30	Sleeping and Eating Problems	
Nov. 6	Disruptive Behaviour and Conduct Problems	
Nov. 13	Attention-Deficit Hyperactivity Disorder	Nov. 13: Term Paper Outline Due
Nov. 20	Trauma-related concerns in Child Psychopathology	
Nov. 27	Anxiety Disorders and Obsessive-Compulsive Disorder	
Dec. 4	Depressive Disorders and Suicide	
	End of Classes/ Exam Period	No Final Exam

**KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2026-27**

1. Academic Accommodations (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found at [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

2. Academic Consideration for Student Absences

Students must be approved to write a makeup exam or for an extension of the assignment deadline. If you need to miss an exam or the deadline for the assignment, please follow these instructions.

There are two ways to seek academic consideration:

(i) Academic consideration based on medical or compassionate grounds

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate grounds), they should contact the Academic Advising Office. As a rule, documentation is required for academic consideration.

For academic consideration requests on medical grounds, the Student Medical Certificate (SMC) is the appropriate documentation. The SMC is available at <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf>

- King's students: The Academic Advising Office website is located in DLH 104. The Academic Advising website is <https://mykings.ca/intranet/app/#/academics/academic-advising>.
- If your home faculty is Huron or at Western, please submit your documentation to your faculty's academic counselling office.
- Requests must be made as soon as possible, and no later than 48 hours after the missed assessment.

You may submit requests for academic consideration through the **Student Absence Portal**, linked on this website: <https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>.

(ii) Academic consideration through an undocumented absence

Students are permitted one academic consideration request without supporting documentation per term per half-course (0.5) weight.

- Note that instructors may designate one assessment per half-course weight as requiring supporting documentation. Please refer to the course outline to confirm this which assessment has been designated as requiring documentation for consideration (that is, exempt from undocumented absences).
- Undocumented absences can not be used as the basis for academic consideration for December or April exams.

If an instructor has built flexibility into their assessments (e.g., “complete 8 of 10 quizzes”), this flexibility will already address consideration needs and thus academic consideration may be denied.

For further information on the academic consideration policy, please see

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

c) Absences from Final Exams

If you miss the Final Exam, **contact your Academic Advising Office** as soon as you are able to do so. They will assess your eligibility to write the “Special Examination” (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a multiple exam situation (i.e., you are scheduled to write more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

d) Religious Accommodations

Students should consult the University’s list of recognized religious holidays, and should give notice in writing to the instructor and their Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

3. Support Services

Accessibility, Counselling and Student Development at King's University College:

<https://mykings.ca/intranet/app/#/student-supports-and-services/accessibility-services>

Students experiencing emotional or mental health distress can access services at King's University College: <https://kings.uwo.ca/campus-life/student-supports/>

Good2talk is an online and phone resource for students, available 24/7, with services in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options on how to obtain help:

<https://www.uwo.ca/health/mental-health/index.html>

Academic Support Services at King's University College: <https://kings.uwo.ca/academics/academic-supports/>

4. Statement on Gender-Based Sexual Violence

King's and Western are committed to reducing incidents of gender-based sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: [Mental Health and Wellness at King's](#).

You can reach supports at King's by emailing care@kings.uwo.ca or calling 519-930-4640 to reach a Social Worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by email (health@uwo.ca) or by calling 519-661-3568. Additional support services can be found <https://www.uwo.ca/health/gbsv/support/index.html>

5. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see https://kings.uwo.ca/sites/2025/assets/files/campus/Kings_Code_of_Student_Conduct.pdf

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

6. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. **Check with you instructor to check which tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in each course.** Note that although some courses may permit the use of such tools, it does not mean use of such tools is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see https://elearningtoolkit.uwo.ca/tools/Originality_Reports_-_TurnItIn.html.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

7. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

8. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

9. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.