



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

### FRHD\*4140 Selected Topics in Family Studies and Human Development COURSE OUTLINE – WINTER 2024

#### 1. CALENDAR DESCRIPTION

The advanced selected topics course explores topics or themes in family studies and human development that are especially relevant to the professional's role in advancing equity, inclusion, and social justice. Examples of topics include critical perspectives on aging, critical perspectives on disability, cross-cultural perspectives, critical perspectives on gender and sexuality, anti-racism in practice, and indigenization in practice. Specific topics being offered will be published prior to course selection.

**Credit Weight:** 0.5 credits

**Course Hours:** 3-0 (36 lecture; 0 lab/seminar)

**Pre-Requisite(s):** 14.00 credits

**Restriction(s):** Restricted to students in BAsC. This is a Priority Access Course. Some restrictions may apply during some time periods. Please see the departmental website for more information.

#### 2. COURSE DESCRIPTION

The selected topic will cover Mental Health Disorders. This course involves a multi-disciplinary, in-depth exploration of mental health disorders from a biological, psychological, and social perspective from birth (or conception) to old age within the family context. Topics include the historical context, prevalence and aetiology, common disorders and the mental health system, the notion of recovery, stigma, and current issues.

#### 3. TIMETABLE

#### 4. INSTRUCTIONAL SUPPORT

Course Instructor: Dr. Michèle Preyde

Email: [mpreyde@uoguelph.ca](mailto:mpreyde@uoguelph.ca)

Telephone: 519-824-4120 x58599

Office:

Office Hours:

#### 5. LEARNING RESOURCES

**Required Resource(s):** 1) A Concise Introduction to Mental Health in Canada 3rd ed by, Emily Jenkins, Allie Slemon and Dan Bilsker with Elliott Goldner. Canadian Scholars' Press: Toronto, 2022

2) Readings on Ares Course Reserve (Please see below)

## Recommended Resource(s):

### 6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Understand mental health disorders and the complexities surrounding them
2. Understand the prevalence and aetiology of mental illness
3. Understand contextual issues relevant to mental health disorders
4. Describe prevention and treatment services for mental illness
5. Understand some of the conceptual and practical issues related to the provision of mental healthcare
6. Understand mental health and addictions
7. Describe psychosocial intervention for a specific illness and evaluate evidence of effectiveness

### 7. TEACHING AND LEARNING ACTIVITIES: TENTATIVE SCHEDULE

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
1	Definitions and historical overview	Ch 1; Solmi	
2	Prevalence & aetiology	Ch 2; Bourne	Intro paper due Jan 18
3	Spectrum of disorders	Ch 4; Preyde health brief; Chapt 5 Ray	
4	Children and youth	Ch 9; Chapt 9 Weis	
5	Younger and older Adults	Ch 10; Skoog	Test 1 Feb 6
6	Common disorders	Chapt 12 Weis; di Lima or Simms; Chapt 6 Ray [Datta pg 1-15.]	
7	Stigma and Culture: Critique the Neurodiversity movement	Ch 8; McLure & Smith; Preyde BPD	
8	Addictions, Concurrent disorders	Ch 5; Zhao	Outline due Mar 7 for final paper
9	Prevention, mental health promotion	Preyde; Manager; discuss social isolation	
10	Mental healthcare	Ch 15; Ch 14	Test 2 Mar 21
11	Interventions; critical appraisal of intervention effectiveness; students' choice; test make-up if needed	Review psychosocial interventions; Montgomery/Butcher; readings to be guided by students	

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
12	Review, summary and conclusions		Final paper due April 5

**Note:** This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site. Ch refers to chapters in the required textbook. The other readings are listed below and are in Ares Course reserve.

## 8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Introductory paper	1-3	Jan 18	5
Test 1	1-3	Feb 6	35
Test 2	1-6	Mar 21	35
Outline for final	7	Mar 7	5
Critique reporting of RCT of psychosocial intervention (Final paper)	1-7	April 5	20
<b>Total:</b>			100%

All paper submissions are due to CourseLink Dropbox by 11:59 EST as a Word document.

**Introductory paper:** Choose a mental health disorder and prepare a brief review of the scientific literature (e.g., aetiology, onset, characterization, challenges and so forth). Details to be reviewed in class. Two pages, double-spaced. Jan 18.

**Tests 1 and 2:** Two in-class midterm tests will be held on February 6 and March 21. The tests will include multiple-choice and short answer questions and will be based on all course material including lectures, textbook and any additional materials.

**Outline for the final:** Prepare a one- to two-page outline for the final paper (Please see below). Mar 7

**Final paper:** We will choose one or two randomized controlled trials in class on which to base the final paper. Describe a psychosocial intervention for a specific mental illness; examine the quality of the study design; report the limitations and the confidence in the findings. Details to be reviewed in class. April 5

Please see Rubric and writing tips under Introduction in Courselink.

### Readings in Ares Course Reserve:

Solmi et al. Age at onset of mental disorders worldwide: large-scale meta-analysis of 192 epidemiological studies. *Molecular Psychiatry* (2022) 27:281–295

Bourne et al. (2022) Consequences of Inadequate Caregiving for Children’s Attachment, Neurobiological Development, and Adaptive Functioning. *Clinical Child and Family Psychology Review* 25:166–181

Preyde, M., Tran, A., Parekh, S., & Heintzman, J. (2018). The Health and Well-being of Children and Adolescents Accessing In-Patient Psychiatry: A Brief Report. *Journal of the Canadian Academy of Child and Adolescent Psychiatry = Journal de l'Academie canadienne de psychiatrie de l'enfant et de l'adolescent*, 27(3), 191–196.

Chapter 5 • Childhood and Adolescent-Onset Disorders from the textbook: Abnormal Psychology, William J. Ray - Pennsylvania State University

Chapter 9: Conduct Problems in Children and Adolescents, Introduction to Abnormal Child and Adolescent Psychology, Robert Weis - Denison University, USA

Skoog I. (2011). Psychiatric disorders in the elderly. Canadian journal of psychiatry. Revue canadienne de psychiatrie, 56(7), 387–397. <https://doi.org/10.1177/070674371105600702>

Chapter 12: Trauma-Related Disorders and Child Maltreatment, Introduction to Abnormal Child and Adolescent Psychology, Robert Weis - Denison University, USA

de Lima, T. A., Zuanetti, P. A., Nunes, M. E. N., & Hamad, A. P. A. (2023). Differential diagnosis between autism spectrum disorder and other developmental disorders with emphasis on the preschool period. World journal of pediatrics : WJP, 19(8), 715–726. <https://doi.org/10.1007/s12519-022-00629-y>

Simms, M. D., & Jin, X. M. (2015). Autism, Language Disorder, and Social (Pragmatic) Communication Disorder: DSM-V and Differential Diagnoses. Pediatrics in review, 36(8), 355–363. <https://doi.org/10.1542/pir.36-8-355>

Chapter 6 • Mood disorders and suicide from the textbook: Abnormal Psychology, William J. Ray - Pennsylvania State University

Datta, S., Suryadevara, U., & Cheong, J. (2021). Mood Disorders. Continuum (Minneapolis, Minn.), 27(6), 1712–1737. <https://doi.org/10.1212/CON.0000000000001051>

Neurodiversity movement, McClure & Smith (2 pages)

Preyde, M., DiCroce, M., Parekh, S., & Heintzman, J. (2022). Exploring screening for borderline personality disorder in pediatric inpatients with psychiatric illness. Psychiatry research, 309, 114397. <https://doi.org/10.1016/j.psychres.2022.114397>

Zhao, Y., Paulus, M. P., & Potenza, M. N. (2023). Brain structural co-development is associated with internalizing symptoms two years later in the ABCD cohort. Journal of behavioral addictions, 12(1), 80–93. <https://doi.org/10.1556/2006.2023.00006>

Preyde M, Parekh S, Karki-Niejadlik N, Vanderbrug L, Ashbourne G, MacLeod K, Heintzman J. Calling on All Child and Family Practitioners to Help Mitigate the Impacts of the Poor Behavioural Health of Children with Psychiatric Illness. Adolescents. 2022; 2(4):508-513. <https://doi.org/10.3390/adolescents2040040>

Manger S. Lifestyle interventions for mental health. Aust J Gen Pract. 2019 Oct;48(10):670-673. doi: 10.31128/AJGP-06-19-4964. PMID: 31569326

Montgomery, P., Grant, S., Mayo-Wilson, E. et al. Reporting randomised trials of social and psychological interventions: the CONSORT-SPI 2018 Extension. Trials 19, 407 (2018). <https://doi.org/10.1186/s13063-018-2733-1>

Butcher, N. J., Monsour, A., Mew, E. J., Chan, A. W., Moher, D., Mayo-Wilson, E., Terwee, C. B., Chee-A-Tow, A., Baba, A., Gavin, F., Grimshaw, J. M., Kelly, L. E., Saeed, L., Thabane, L., Askie, L., Smith, M., Farid-Kapadia, M., Williamson, P. R., Szatmari, P., Tugwell, P., ... Offringa, M. (2022). Guidelines for Reporting Outcomes in Trial Reports: The CONSORT-Outcomes 2022 Extension. JAMA, 328(22), 2252–2264. <https://doi.org/10.1001/jama.2022.21022>

Optional:

Kaster, T. S., Blumberger, D. M., Gomes, T., Sutradhar, R., Wijeyesundera, D. N., & Vigod, S. N. (2022). Risk of suicide death following electroconvulsive therapy treatment for depression: a propensity score-weighted, retrospective cohort study in Canada. *The lancet. Psychiatry*, 9(6), 435–446. [https://doi.org/10.1016/S2215-0366\(22\)00077-3](https://doi.org/10.1016/S2215-0366(22)00077-3)

Sunseri, P. A. (2019). Hidden figures: Is improving family functioning a key to better treatment outcomes for seriously mentally ill children? Residential Treatment for Children & Youth. Advance online publication. <https://doi.org/10.1080/0886571X.2019.1589405>

Merck Manual conduct disorder <https://www.merckmanuals.com/en-ca/home/children-s-health-issues/mental-health-disorders-in-children-and-adolescents/conduct-disorder>

**Psychosocial Interventions:** Examples we will review in class (You are not required to read these studies)

Du, M., Wang, X., Yin, S., Shu, W., Hao, R., Zhao, S., Rao, H., Yeung, W. L., Jayaram, M. B., & Xia, J. (2017). De-escalation techniques for psychosis-induced aggression or agitation. *The Cochrane database of systematic reviews*, 4(4), CD009922. <https://doi.org/10.1002/14651858.CD009922.pub2>

Bighelli, I., Rodolico, A., García-Mieres, H., Pitschel-Walz, G., Hansen, W. P., Schneider-Thoma, J., Sifis, S., Wu, H., Wang, D., Salanti, G., Furukawa, T. A., Barbui, C., & Leucht, S. (2021). Psychosocial and psychological interventions for relapse prevention in schizophrenia: a systematic review and network meta-analysis. *The lancet. Psychiatry*, 8(11), 969–980. [https://doi.org/10.1016/S2215-0366\(21\)00243-1](https://doi.org/10.1016/S2215-0366(21)00243-1)

Miklowitz, D. J., Efthimiou, O., Furukawa, T. A., Scott, J., McLaren, R., Geddes, J. R., & Cipriani, A. (2021). Adjunctive Psychotherapy for Bipolar Disorder: A Systematic Review and Component Network Meta-analysis. *JAMA psychiatry*, 78(2), 141–150. <https://doi.org/10.1001/jamapsychiatry.2020.2993>

Hunt, G. E., Siegfried, N., Morley, K., Brooke-Sumner, C., & Cleary, M. (2019). Psychosocial interventions for people with both severe mental illness and substance misuse. *The Cochrane database of systematic reviews*, 12(12), CD001088. <https://doi.org/10.1002/14651858.CD001088.pub4>

## 9. COURSE STATEMENTS

### Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

### Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on

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**Late Assignments:**

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

**Receipt of Grades:**

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

**Turnitin Software:**

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

**11. UNIVERSITY STATEMENTS****E-mail communication:**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

**When you cannot meet a course requirement:**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

**Drop date:**

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

**Copies of out-of-class assignments:**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**Accessibility:**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

**Academic misconduct:**

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

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.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

#### **Recording of materials:**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

#### **Resources:**

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

#### **Disclaimer:**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

#### **Illness:**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

#### **COVID-19 Safety Protocols:**

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.



