

**Faculty of Health
Department of Psychology
PSYC 4460 Section B
ATYPICAL DEVELOPMENT
Fall/Winter 2016-17**

CONTACT INFORMATION & OFFICE HOURS

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COURSE PREREQUISITE(S)

Course prerequisites are strictly enforced.

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2110 3.00 (Developmental Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 credits (excluding (EDUC) education courses)

COURSE WEBSITE

Moodle: (Lecture notes, test/exam marks and course announcements will be posted on Moodle)

Course Materials Copyright Information:

These course materials are designed for use as part of the HH/PSYC 4460 6.0B course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#)

COURSE DESCRIPTION

PSYC4460 is an experiential education (EE) course- it provides students with the opportunity to blend theory and course work with concrete experience. The EE component of this course is described as Community Service-Learning (CSL). Community Service-Learning is a form of experiential education that takes students into the community and gives them the opportunity to apply their developing

knowledge and skills, while addressing community-identified needs. Community Service-Learning opportunities must be mutually beneficial- the activities must benefit students' learning as well as the community.

The experiential education component in PSYC4460 involves volunteering as a mentor to an elementary or middle-school student, in one of the 5 local public schools that are partnering with our program. Students will be expected to assist one child as prescribed by school staff for a half day once per week, for 16 weeks, approximately from October to March. Students are strictly educational mentors, and will participate in activities only as directed by the classroom teacher, or principal (i.e. homework help, assistance with a project, and participation in schoolyard games).

This CSL activity is designed to give students the experience of mentoring one child, and studying his/her environment in depth, then relating this to theories and applications discussed in class through written assignments. Students deepen their understanding by reflecting on their experience and their learning. CSL is also designed to meet the needs identified by the community partner (in this case the school), so it is the teacher and/or the principal who will identify the tasks to which students will lend their support.

Learning Outcomes

Upon completion of this course, students should be able to:

- Demonstrate in-depth knowledge of atypical development.
- Critically evaluate, synthesize and resolve conflicting results.
- Articulate trends in atypical development.
- Locate research articles and show critical thinking about research findings in atypical development.
- Express knowledge about atypical development in written form.
- Engage in evidence-based dialogue with course director and peers.
- Demonstrate an ability to work with others.

Specific Learning Objectives

1: Depth and Breadth of Knowledge

Students will acquire in-depth knowledge of the most prevalent forms of child and adolescent psychopathology, including etiology, context, as well as theoretical and empirical frameworks.

2: Knowledge of Methodologies

Students will gain an understanding of the theoretical and empirical frameworks used in the study of child and adolescent psychopathology. The course material, term paper and presentation will provide opportunities to develop skills to critically analyze primary research.

3: Application of Knowledge

Students will apply their knowledge of typical and atypical development through Community Service Learning, demonstrating the ability to think critically about the application of their knowledge.

4: Communication Skills

Students will learn to engage in evidence-based dialogues with class colleagues, Community Service Learning professionals, and with the Course Director, in both written and oral formats (e.g., behavioural observations, class discussions, presentations, posters, and papers).

5: Awareness of Limits of Knowledge

Students will recognize the limits of what is known about child and adolescent psychopathology and put forward directions for future research and interventions.

6: Autonomy and Professional Capacity

Students will demonstrate knowledge of professional responsibilities in interactions with children and adolescents (e.g., Vulnerable Sector Check – see Additional Information; relationship awareness; professional boundaries, duty to report).

REQUIRED TEXTBOOK

Weis, R. (2014). *Introduction to Abnormal Child and Adolescent Psychology* (2nd edition). Thousand Oaks, CA: Sage Publications.

COURSE REQUIREMENTS AND ASSESSMENTS

Test 1	November 29	30%
Test 2	February 7	10%
Presentation	February 14 – March 28	20%
CSL Paper	March 7	5%
CSL Poster	April 4	5%
Paper (Based on presentation)	April 4 - 5	20%
Participation	September - April	10%
Total		100%

DESCRIPTION OF ASSIGNMENTS

1) Tests:

Tests will comprise multiple choice questions and short answer questions.

2) Presentation:

All students will present on a topic pertaining to the course material. You must clear your topic with the course director via email or in person. Each student will have 45 minutes for their presentation (30 minutes presentation and 15 minutes discussion). You may use books and peer-reviewed journals in compiling information for your presentation. There are a number of options to approaching the presentation.

- a) Intervention program: Identify a specific issue regarding a developmental disorder that needs to be addressed (e.g. some children with autism become victims of bullying). Present information from the literature on this topic to (1) show that this is in fact an issue that exists and (2) identify some underlying reasons for this issue (i.e. why some children with autism are bullied). Next, propose a program that will address this issue (come up with your own title for the program). Specify three components of this program. For each component that is proposed, you must provide empirical evidence that supports the inclusion of this component in your program (i.e. Component A is included in the program because the literature has shown it to be important in the prevention of bullying in children with autism).
- b) Psychology in the news: Choose a recent news article (within the past year) related to some aspect of child/adolescent psychopathology (e.g. causes, treatment, prevention, etc.). Identify the claim(s) made in the news article. Assess whether the news article accurately

reflects the original scientific work that it is based upon. Find five additional scientific articles (peer-reviewed journal articles) that support or refute the claims of the news article.

- c) Risk factors: Pick a risk factor (e.g. child maltreatment, parental mental illness, parental marital conflict, etc.) and research the impact of this risk factor on child/adolescent mental health. Present three scientific articles that show the impact of this risk factor. Using research-based evidence, identify a protective factor that may help to guard against the impact of the chosen risk factor.

3) Paper:

Your paper will be based on your individual presentation. The presentation will allow you to formulate a framework for your paper as well as receive feedback that can be incorporated into the paper. The paper must be in APA (American Psychological Association) format. This format is found in the *Publication Manual of the American Psychological Association*, 6th Edition (2009). The manual is available at Scott Library, Scott Reference, Steacie Science and Engineering Library, Leslie Frost Library and the Osgoode Hall Law School Library. It is best to use the sample paper at the end of the manual as a guide, especially for the title page, abstract and how references appear both in the body of the paper and in the reference section. Further information on presenting references appears in specific chapters of the APA manual. As you are not conducting an empirical study, your paper will not include the “Method”, “Results” or “Discussion” sections. The paper should be **8-10 pages** (excluding title page, abstract and reference section). It should be double-spaced and typed. Secondary references should not be used – you should read the original articles and cite the original articles. Do not use direct quotes from sources unless absolutely necessary. Instead, paraphrase information taken from sources. All material from sources must be properly referenced according to APA guidelines.

Your paper will be marked on the following components: introduction of topic, description and analysis of scholarly articles, using the research evidence to support your assertions, conclusion, APA format, grammar, spelling and general form of writing.

There are links from the main “Libraries” webpage to resources, guides and tutorials to help you with your research and how to formulate a thesis. The main search engine that we use in Psychology is “Psycinfo”, but you are free to use articles from any of the search engines.

4) CSL Paper:

All students are required to complete a five-page paper within which you will provide a description of your CSL setting, your CSL child, provide a description of what changes you saw in your CSL child (good to track this over the CSL period), identify two personal strengths that you brought to the practicum activity, identify two challenges of your CSL experience and how you met those challenges and finally, an overall summary of your experience. Please be certain to respect the confidentiality of your CSL child by not using his/her name or revealing any identifying information (e.g. address).

5) CSL Poster:

The CSL poster is a summary of your CSL paper. These posters will be displayed in class on April 4 and you will have 5 minutes to briefly present highlights of your CSL experience.

6) Participation:

Participation marks are based on active contribution to all seminar discussions, including student presentations. There are no opportunities to make up participation marks if you are absent.

GRADING AS PER SENATE POLICY

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes>)

ADD/DROP DEADLINES

For a list of all important dates please refer to: Important Dates

<u>Important dates</u>	<u>Fall (F)</u>	<u>Year (Y)</u>	<u>Winter (W)</u>
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 18
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 5	Oct. 19	Feb. 1
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	March 10
Course Withdrawal Period (withdraw from a course and receive a “W” on the transcript – see note below)	Nov. 12 - Dec. 5	Feb. 11 - Apr. 5	March 11 - Apr. 5

MISSED TESTS/EXAMS

Make-up tests and exams will be allowed with appropriate documentation. Students who miss the test or final exam must contact course director by email within 48 hours of the original test or exam. If you cannot contact the course director during this 48-hour period, subsequent documentation accounting for the delay **must** be provided. Students who write tests and exams with Alternate Exams should also contact the course director within 48 hours of missing the test/exam. Tests/exams missed due to medical circumstances must be supported by an **attending physician’s statement** (<http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) or a statement by a psychologist or counselor.

Tests/exams missed due to non-medical circumstances must be supported by appropriate documentation, i.e., death certificates, obituary notice, automobile accident reports, airline/bus ticket/receipt for emergency travel (with date of booking on ticket), etc. Airline/train/bus ticket/receipts for emergency travel must indicate destination, departure, and return dates. **Having to work at the time of a test is not considered a valid excuse for missing the test.**

A conflict with another course during the time of the make-up is not an acceptable reason for missing the make-up (unless there is an examination in the other course at that time, for which you will be required to provide proof). You should be aware that if you miss the make-up tests as scheduled, you may not have the requisite 30% feedback on your course work to determine whether or not you need to drop the course. Therefore, it is in your best interest to write the tests as scheduled by the course director.

Further extensions or accommodation will require students to submit a formal petition to the Faculty.

LATE ASSIGNMENTS

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments received later than the due date will be penalized 10% per day that assignment is late). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the course director, but will require supporting documentation.

ADDITIONAL INFORMATION

Completion of the Community Service Learning component of the course requires a Vulnerable Sector Check. Students are required to demonstrate their pursuit of their Vulnerable Sector Check upon registering for the course. Students who are interested in learning more about Vulnerable Sector Checks, their purpose and role in society, are encouraged to visit <http://www.rcmp-grc.gc.ca/en/criminal-record-and-vulnerable-sector-checks> and/or the local police services. Students will be supported in securing this sector check at the beginning of the course.

ELECTRONIC DEVICE POLICY

Cell phones should be turned off or set to silent during the seminar. The use of electronic devices should be limited to note-taking and accessing course material so as not to distract other students.

ATTENDANCE POLICY

Students are expected to attend all seminar meetings and to actively participate in the discussions. The tests include material from the textbook, seminar notes and seminar discussions.

ACADEMIC INTEGRITY FOR STUDENTS

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

Test Banks:

The use of test banks is not permitted in this course and may be considered a potential breach of academic honesty. This includes but is not limited to; buying or selling test banks.

Electronic Devices During a Test/Examination:

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement:

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#)

COURSE SCHEDULE

DATE	REQUIRED READINGS
Tuesday, September 13	Chapter 1: The Science and Practice of Abnormal Psychology
Tuesday, September 20	Chapter 2: Exploring the Causes of Childhood Disorders: Research methods and Theories
Tuesday, September 27	Chapter 3: Assessing, Diagnosing and Treating Children's Problems
Tuesday, October 4	Chapter 4: Intellectual Disability and Developmental Disorders in Children
Tuesday, October 11	Chapter 5: Communication Disorders in Children
Tuesday, October 18	Chapter 6: Autism Spectrum Disorder
Tuesday, October 25	Chapter 7: Learning Disabilities and Specific Learning Disorder
Tuesday, November 1	Chapter 8: Attention Deficit/Hyperactivity Disorder
Tuesday, November 8	Chapter 9: Conduct Problems in Children and Adolescents
Tuesday, November 15	Chapter 10: Substance Use Disorders in Adolescents
Tuesday, November 22	Chapter 11: Anxiety Disorders and Obsessive-Compulsive Disorder

Tuesday, November 29	Test 1 (30%)
Tuesday, January 10	Chapter 12: Trauma-Related Disorders and Child Maltreatment
Tuesday, January 17	Chapter 13: Depressive Disorders and Self-Injury
Tuesday, January 24	Chapter 14: Bipolar Spectrum Disorders and Schizophrenia
Tuesday, January 31	Chapter 15: Feeding and Eating Disorders
Tuesday, February 7	Test 2 (10%)
Friday, February 10	<i>Last day to drop the course without receiving a grade</i>
Tuesday, February 14	Presentations
Tuesday, February 21	<i>No Class (Reading Week)</i>
Tuesday, February 28	Presentations
Tuesday, March 7	CSL Paper (5%) Presentations
Tuesday, March 14	Presentations
Tuesday, March 21	Presentations
Tuesday, March 28	Presentations
Tuesday, April 4	Poster Session (5%) Term Paper Due (20%)