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Teaching Assistant: Carly McMorris  
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TA Office Hours: Tuesday 3-4  
Class Time: Monday 4:00 – 7:00  
Class Location: VC-114  

Prerequisites: PSYC 1010 6.00 or AK/PSYC 2410 6.00, with a minimum grade of C; PSYC 2030 3.00 or AK/PSYC 2530 3.00 or substitute; one of PSYC 2020 6.00, PSYC 2021 3.00, AK/PSYC 2510 3.00 or substitutes; PSYC 2110 3.00. Students must be in an Honours program in Psychology and have completed 84 credits (excluding education courses). No prerequisites will be waived.

General Description: In this course, we will consider the etiology, diagnosis and treatment of the psychological disorders of childhood and adolescence. We will explore the way disorders are conceptualized and defined, particularly within the framework of developmental psychopathology. We will also consider the role of context, namely family, peers, school and community in childhood and adolescent disorders. There is an experiential component to the course. Students are required to complete a volunteer practicum placement in a children’s setting, such as schools and childhood agencies (See the practicum description below.)

Class Format & Activities: One 3-hour class each week. During the first term, the class includes lectures, discussion and student-led clinical case presentations. During the second term, in addition to these activities, students are required to prepare and present a poster on their practicum placement experience.

2) Child and Adolescent Psychopathology: A Casebook. Linda Wilmshurst

Additional Readings will be assigned in class.

Course Management: This course uses Moodle@York. To access Moodle, please login at http://moodle@yorku.ca using your Passport York username and password. Access the course website by clicking on MY COURSES. Course readings, announcements, outline will be posted on Moodle. Course assignments will be submitted through Moodle. You can contact UIT Client Services at ext. 55800 or by email at ihelp@yorku.ca.

Final date to drop the course without receiving a grade is February 12, 2012.
Course Requirements

Two in-class tests: one in November, one in March. 40%

Volunteer Practicum Placement (grade to be based on paper and poster outlined below)

Practicum Paper: The paper is due in January. 15%

Practicum Poster: Due at the end of March. 25%

Group Clinical Case Presentation: 15%

Class Participation: 5% plus 5% bonus for exceptional participation

Percentage to Letter Grade

>90 = A+; 80-89 = A; 75-79 = B+; 70-74 = B; 60-64 = C; 55-59 = D+; 50-54 = D

=40-49 = E; 0-39 = F

In Class Tests: Tests will be based on the material covered in class as well as the assigned readings. Exams be cumulative and will include essay questions. Grading will be based on quality of writing as well as accuracy of content. Each test contributes 20% of the final grade.

Volunteer Practicum Placement. As noted above, students are required to undertake a volunteer practicum activity one half-day (1-3 hours) a week, for approximately 16 weeks, beginning in October and ending at the end of February. This activity is designed to give students the experience of observing and interacting with a child in the context of a child-oriented setting. The placement provides an opportunity for developing skills for interacting with children. It is also an opportunity to relate direct experience to the material studied in class. For most students, the placement involves volunteering in one of several local public schools that are partnered with our program. The Teaching Assistant is responsible for the practicum coordination. It is also possible for students to arrange their own volunteer placement, provided it is first approved by the instructor. While there is flexibility in choosing a placement, studying the child of friends or family members is not an option. Students are required to maintain a journal in which they document their weekly contacts with their practicum child

Please note: in order to participate in any volunteer activity involving children, you are required to obtain a Police Check for Vulnerable Persons from your local community police department. The Teaching Assistant will assist with obtaining this. Please initiate this as quickly as possible as it may take several weeks to receive your clearance.

Practicum Paper: A five-page paper within which the student will 1) provide a description of their practicum setting and of their practicum child 2) identify two personal strengths that you bring to the practicum activity and 3) identify two challenges or goals for your placement that you will monitor over the 16 weeks of the practicum. This information will form the basis for the final practicum poster. Please be certain to respect the confidentiality of your child by not using his/her name or revealing any identifying information (e.g. address). The paper is due by the end of January. It contributes 15% to the final grade.

Practicum Poster Presentation: Using an academic poster format (templates will be provided), you will summarize your experience in the practicum setting. In the poster you should 1) identify the setting, 2) provide basic information on the child, 3) describe the child’s customary presentation, 4) identify strengths and challenges of the placement and outline what you viewed
as the goals of your interaction with the child, 5) summarize your experience, using either a narrative or quantitative data which you charted on a weekly basis, 6) discuss your practicum experience with reference to the course content. The posters will be presented in one of three classes at the end of the winter term. Students must be prepared to orally summarize their poster and respond to questions. Posters will be graded for accuracy of information, completeness of information, visual appeal and general creativity. The poster contributes 25% of the grade.

**Group Clinical Case Presentation:** Students will work in groups of two to deliver a presentation of one of the cases in the Casebook (Wilmshurst text). The goal of the presentation is to lead the class in a discussion of the clinical case as described in the text. Students will prepare a PowerPoint presentation to accompany their oral presentation, summarizing the information in the text, connecting the information to relevant theory and leading the class in a discussion of the information. The presentation will be graded on both the quality of the oral and visual presentation as well as the students’ ability to respond to class questions. Students may choose to be graded individually or as a team. 15% of grade

**Class Participation.** This is an advanced seminar course and students will be expected to contribute to class discussions, both when the instructor is lecturing and when other students are presenting. Class attendance is important. Insightful comments or questions that deepen the discussion are especially valued as is participation in the discussion forum will be available on Moodle. Exceptional contribution to the class will be rewarded with up to 5 bonus points.

**Missed Tests or Assignments:** In case of a test missed because of extreme illness or family tragedy, one make-up test will be provided. Please note that the make-up test will not necessarily follow the same format as the original test. Illnesses must be verified through a note from a physician or other licensed health professional, and must provide a date, contact information and specific reason for the missed test. Family tragedy must be verified with a note from a professional outside the family. Please note that that the Course Director will contact the writer of all notes to verify the information. Late submission of the practicum paper will be penalized. Students will lose 2 marks (out of 10) for each day that it is late.

Students will not be able to defer their group clinical case presentation or their poster presentation. Smooth functioning of the course depends on each student’s cooperation with the schedule. If a student is absent on the day of the presentation a grade of zero will be assigned.

**Academic integrity:** A requirement of this course is that you take the online tutorial on Academic Integrity, to be found at: [http://www.yorku.ca/academicintegrity/students.htm](http://www.yorku.ca/academicintegrity/students.htm). Please also refer to the Department of Psychology and the Faculty of Health policies on academic dishonesty. These can be found on the following website: [http://www.psych.yorku.ca/cal/acadDishon.html](http://www.psych.yorku.ca/cal/acadDishon.html).

**Special needs and accommodations:** please identify yourself to the instructor at the beginning of the class should you require any special accommodations.
Class Dates, Class Topics and Assigned Readings

Fall Term

September 12 Introductions and Welcome

September 19 Models of Childhood Disorder; Volunteer Practicum Placement Overview

September 26 Models of Childhood Disorders; Ethics in the Practicum  Chapter 2

October 3 Developmental Psychopathology; Contexts of Development  Chapter 3

October 8-14 Co-Curricular Week

October 10 No Class Thanksgiving

October 17 Assessment, Classification, Case Formulation     Chapter 3  
Part 1

October 24 Conduct Disorders                      Chapter 4

October 25 Last day to enroll in course with permission of Course Instructor

October 31 Conduct Disorders II Clinical Case Presentations    #5, #18, # 21

November 7 ADHD                                    Chapter 5

November 14 ADHD II Clinical case Presentations      #1, #7, #13

November 21 In-Class Test

November 28 Anxiety Disorders                     Chapter 6

December 5 Anxiety Disorders II Clinical Case Presentations    #2, #8, #20

December 23 – January 2 Christmas/New Year’s Break
Winter Term

January 9 Depression
January 19 Practicum Paper is due
January 16 Depression II Clinical Case Presentations
January 23 Eating Disorders
January 30 Intellectual Disabilities
February 6 Learning Disabilities
February 12 Last day to drop course without receiving a grade
February 13 Autism Spectrum Disorders
February 18-24 Co-Curricular Week
February 20 No Class Family Day
February 27 Resilience
March 5 Prevention
March 12 In-Class Test 2
March 19 Poster Session I
March 26 Poster Session II
April 2 Poster Session III

Chapter 7

#9#10 #15
#16

Chapter 8; #17

Chapter 9 #14

Chapter 9 #6

Chapter 10; #3

Reading TBA