YORK UNIVERSITY

PSYCHOLOGY DEPARTMENT

SEMINAR IN ATYPICAL DEVELOPMENT 4460 6.0 A and D

2012-13

Section A: Monday 4PM, Ross N201
Section D: Thursday 2:30PM, Tel 011

Course Director: Dr. Ehud E. Avitzur
Webpage: www.psych.yorku.ca/eavitzur

Office: 256 BSB
Office Hours: Monday 3-4 PM, or by appointment.

Phone Messages: (416) 736-2100 x 6115

E-mail address: eavitzur@yorku.ca use it for urgent and important matters only.
PLEASE WRITE “4460/section#” in the subject line. E-mail without such a subject
line would be considered “a spam” and will be deleted.

Secretary: Mrs. Judy Manners, Office 280 BSB, Tel. (416) 736-2100 x 6115

Teaching Assistant and Practicum Coordinator: Ms. Carly McMorris
Office hour: Tuesday at 9-10AM or by appointment. Office: 307 BSB.
Email address: psyc4460@yorku.ca

Prerequisites: Prerequisites: PSYC 1101 6.0 with a minimum grade of C, PSYCH
2110 3.0, PSYC 2130 3.0, one of PSYC 2020 6.0, PSYC 2021 3.0
Students must be
in an Honours Program in Psychology and have completed 14 university courses or
84 credits (excluding education courses).

Course Description and Objectives
This seminar aims at deepening the knowledge and understanding of developmental
processes that may lead to psychopathy in childhood, adolescence and possibly in
adulthood. Classes will focus on
1. Theories that offer insight regarding pathogenic processes during childhood.
2. Childhood psychopathology: Focus on the most prevalent disorders.
3. Specific life situations during childhood and their pathogenic potential.
4. Students’ experiences in volunteering placement.

Active involvement of students in constructive class discussions is of major
importance.
The structure of the course:
During the first classes in the fall semester we will mainly explore various
developmental theories and their contribution to the understanding of pathogenic
development. Later, we will explore some of the core concepts in psychopathology in
general and childhood psychopathology in particular. The last classes in the fall
semester and the first classes in the winter semester will be devoted to most prevalent
childhood disorders and to pathogenic stressors during childhood. While most of the
first semester will be lectures and discussions, the second semester will be mainly
students’ presentations on either a disorder (such as ADHD) or a critical life situation
(such as poverty). The seminar final academic paper will follow the presentation and
will focus on the same topic.

Practicum / Case study: Students are expected to become involved in a volunteer
practicum activity one day (1-3 hours) a week for approximately 16 weeks, beginning
in October and lasting into March. This class activity is designed to give students the
experience of following and coming to understand a child as he/she functions in the
context of the setting, and relating to theories and applications studied in class.
Students may arrange their own volunteer placement, provided it is first approved by
the course director, or participate in the course group program. The latter involves
volunteering in one of several local public schools that are partnering with our
program. There will be an information session led by the practicum coordinator early
in the academic year. While there is flexibility in choosing a placement, studying a
child of friends or family members will not be considered an option.

Please note: In order to participate in any volunteer activity involving children, you
will be required to obtain a Police Check from the your local community police
department. Please arrange for this as quickly as possible as it may take several weeks
to receive your clearance.

Required Reading:
Wiley.

Evaluation

Your final grade will be calculated based on:

A tentative outline of paper and presentation (10%); Presentation and positive
contribution in class (30%); Paper (25%); Two exams (25%); Practicum/case study
(10%).

Your grade for the course will be based on the following scale: A+ 90-100; A 80-89;
B+ 75-79; B 70-74; C+ 65-69; C 60-64; D+ 55-59; D 50-54;

Senate approved the following grading schemes for the Faculties of Administrative Studies, Arts, Atkinson
College, Education, Fine Arts, Science and Glendon College:

A+. 9. Exceptional Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in
the use of those concepts, techniques in satisfying the requirements of an assignment or course.
A. 8. Excellent Thorough knowledge of concepts and/or techniques with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.
B+. 7. Very Good Thorough knowledge of concepts and/or techniques with a fairly high degree of skill in the use of those concepts, techniques in satisfying the requirements of an assignment or course.
B. 6. Good Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.
C+. 5. Competent Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.
C. 4. Fairly Competent Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course.
D+. 3. Passing Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements of an assignment or course.
D. 2. Barely Passing Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.
E. 1. Marginally Failing
F. 0. Failing.

**Academic Honesty:**
The Department of Psychology, Faculty of Health, operates according to the Senate Policy on Academic Honesty, which is available electronically through the following http://www.yorku.ca/secretariat/policies/document.php?document=69

**Presentation and paper**
Basically, the presentation and paper are similar in terms of content and structure. The paper is due on the first class in January. The **maximum time frame for the presentation is 30 minutes**, not including discussion. After the presentation, before the discussion, the presenter will distribute a summary handout to the class.

**Topics for the presentation:** some of the most prevalent childhood disorders (check the detailed list on the plan for the winter semester). Another option relates to the following list of life stressors or critical life situations that may become pathogenic: Maltreatment (physical abuse, neglect, sexual abuse, emotional abuse, exploitation); moving to a new place; immigration; sickness in the family (physical, mental); death in the family; parents’ conflicts; divorce; poverty; excessive wealth (“affluenza”); adoption; childhood in foster homes; parent’s unemployment; atypical family structures; atypical sexual or gender behaviour. Other ideas are welcome: Please consult with the course director.

**Tentative outline of paper and presentation:** One double-space printed page of the rough draft of your paper and presentation’s outline + annotated bibliography, are to be handed in by class # 10 (two copies). The outline will be graded, according to manifested effort in reading and thinking, as Good effort (A level), Satisfactory effort (C level) or Unsatisfactory effort (F level). Feedback on your outline will be given in the following class.

**Criteria of presentation evaluation:** Organization of time; ability to describe the topic as complex, multi faceted psychological phenomenon; correct usage of theoretical concepts; demonstrating ability to integrate knowledge in developmental psychology and psychopathology; sufficient addressing methodological issues when relevant; originality; critical thinking; depth; demonstration of constructive approach to relevant questions, criticism and contributions of class members.
Final Paper:
The paper will require to integrate minimum one theoretical perspectives learnt in class and at least one theoretical model or an empirical research independently studied, and to apply them to the topic. The final paper will be written in accordance with the APA tradition (Please consult http://owl.english.purdue.edu/owl/resource/560/01/).
The recommended length of the paper is 8 double spaced pages (not including bibliography). Maximum length is 10 double-space pages (not including bibliography). Appendix at any length is accepted.

The paper will include: APA style title; abstract; the core of the paper will be in free-style; summary; APA style reference list; appendix. Suggested space allocation: Abstract ½ page; introduction of the phenomenon 1-2 pages; developing the understanding of the phenomenon in terms of theories studied in class and other theories, etiology, pathogenesis and impact 4-6 pages; summary will include the author’s own thoughts, ideas 1 page.

Criteria for paper evaluation: Are similar to the criteria for presentation evaluation. In addition: Reference list of original sources, demonstration of independent academic library research. Penalties: referring to a textbook or a website. Papers are to be handed in by the due date. Students handing in the paper in a delay will be penalized (3% per day).

Practicum/Case Study:
An up to 5 pages double spaced summary of your practicum experience will be handed in at the end of the volunteering period and before the last day of the winter semester. The goal is to share with the reader some your insights from this experience and integrate those with the some of the knowledge in psychology in general and in developmental psychology and psychopathogy in particular. This paper may be written as a letter to the course director. Ethics: Make sure to mask all identifying details about the child who is on focus of that experience.

Important dates:
Fall Semester begins September 5, 2012; ends December 3, 2012.
Last date to enroll without permission of course instructor: September 19, 2012
Last date to drop the course without receiving a grade: February 15, 2013 (Make sure you have enough feedback on your performance prior to this date).
Final paper due date: First class in January 2013.

No class on:
Fall Cocurricular Days: October 31- November 2, 2012
Winter Reading week: February 16-22, 2013
## Course Outline: Section A

<table>
<thead>
<tr>
<th>Lesson #</th>
<th>Topic</th>
<th>Reading assignment</th>
<th>Assignment/presentations</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Term</strong></td>
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<tr>
<td>1 Sep. 10</td>
<td>Introduction to the seminar: Principle of OD, Bronfenbrenner.</td>
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<tr>
<td>2</td>
<td>TA presentation on the practicum</td>
<td>Chapter 15</td>
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</tr>
</tbody>
</table>
| 3 | 1. Basic concepts in psychopathology  
2. Pathogenic biological factors: Heredity, biophysical individuality, temperament | Chapter 1 | |
| 4 Oct. 1 | Pathogenic biological factors -Cont.  
Pathogenic Experiences: S. Freud | Chapter 2 | |
| 5 | Pathogenic Experiences:  
1. M. Klein  
2. M. Mahler | Chapter 3 | |
| 6 | Pathogenic Experiences:  
H. Kohut | Chapter 4 | |
| 7 | Pathogenic Experiences:  
1. Pavlov  
2. Skinner  
3. Bandura  
Logistics for the 2nd semester’s presentations | Chapters 5 | |
<p>| 8 Nov. 5 | Risk and resilience | Chapter 6 | |
| 9 | Anxiety and its impact | Chapter 8 | |
| 10 | A case analysis | | By this class hand in two copies of a tentative outline of your presentation |
| 11 | Feedback on the Outlines | | |
| 12 Dec. 3 | EXAM 1 | Chapter 1-6, 8, 15, and classes | |</p>
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>1 Jan. 7</td>
<td>Behavioural disorders</td>
<td>Chapters 9, 10</td>
<td>Papers are due</td>
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<td>ADHD, CD</td>
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<td>Anxiety disorders 1</td>
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<td>Reread chapter 8</td>
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<td>GAD, Phobia, Social anxiety</td>
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<td>3</td>
<td>Anxiety disorders 2</td>
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<td>Panic, OCD, PTSD</td>
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<td>4</td>
<td>Mood disorders</td>
<td>Chapter 7</td>
<td>Depression, Suicide and suicide attempts</td>
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<td>5 Feb. 4</td>
<td>Pervasive Disorders</td>
<td>Chapter 12</td>
<td>Autistic disorder, Asperger’s syndrome, Schizophrenia</td>
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<tr>
<td>6 Feb. 11</td>
<td>Learning Disorders</td>
<td>Chapter 13</td>
<td>Dyslexia, Dyscalculia, Dysgraphia</td>
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<td>7 Feb. 25</td>
<td>Alcohol and Substance</td>
<td>Chapter 11</td>
<td>Alcohol use and abuse, Substance use and abuse</td>
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<td>8 Mar. 4</td>
<td>Eating disorders</td>
<td>Chapter 14</td>
<td>Obesity, Anorexia Nervosa, Bulimia Nervosa</td>
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<td>9</td>
<td>Life stressors</td>
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<td>12 Apr 1</td>
<td><strong>Exam 2</strong></td>
<td><strong>Chapters 7, 9-14, And Classes</strong></td>
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<td>Last class</td>
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*Make sure you have enough feedback on your performance prior to the last date to drop the course without receiving a grade (Please check “important dates” on previous pages).

**Have a good spring and summer!**