YORK UNIVERSITY

PSYCHOLOGY DEPARTMENT

SEMINAR IN ATYPICAL DEVELOPMENTAL 4460 6.0 C

FALL/WINTER 2011/2012

Wednesday 11:30 AM, R S128

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

Office: 256 BSB
Office Hours: Monday 1: 20 PM-2: 20 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 3-4 PM or by appointment. Office: 307 BSB.
Email address: psyc4460@yorku.ca

Prerequisites: Prerequisites: PSYC 1010 6.0 with a minimum grade of C, PSYCH
2110 3.0, PSYCH 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 psychopathogy 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:

Additional reading:


Freud, S. (1923). The ego and the id. (Note: This work is a classic too. As such, you may find it in various editions. One of them is “The standard edition of the complete psychological work of Sigmund Freud”, edited by James Strachey, London: Hogarth Press).


**Course Evaluation**

Your final grade will be calculated based on:
- Presentation and positive contribution in class (30%);
- Paper (30%);
- Three exams (30%);
- 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 link: [http://www.yorku.ca/secretariat/policies/document.php?document=69](http://www.yorku.ca/secretariat/policies/document.php?document=69)

**Presentation:**
Basically, the presentation and paper are similar in terms of content and structure. The difference is that the presentation is semi-formal, discussion is encouraged and the presenters may gain much from it. These gains may be applied in the final paper. 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.

**One printed page of the rough draft of your presentation’s outline is to be handed in by class # 10 (two copies).**

**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 2 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 instructions. The recommended length of the paper is 8 double spaced pages (not including bibliography). Maximum length is 10 pages (not including bibliography). Appendix at any length is accepted.

**Paper format**: While the presentation is a semi-formal, the paper is the formal assignment for this course. It will include: Title; abstract; the core of the paper will be free-style; summary; APA style reference list; appendix.

**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). Students presenting their work during the last two weeks of classes will be automatically granted with a seven-day extension.

**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 11, 2011; ends December 6, 2011.
Last date to enroll without permission of course instructor: September 20, 2011
Last date to drop the course without receiving a grade: February 10, 2012 (make sure to get a feedback on your standing in the course prior to this date).
Final paper due date: April 2, 2012.

No class on:
Fall Reading Week October 9-15, 2011
Winter Reading week February 19-25, 2012
<table>
<thead>
<tr>
<th>Lesson #</th>
<th>Topic</th>
<th>Reading assignment</th>
<th>Assignment/presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Introduction to the seminar: Principle of OD, Bronfenbrenner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Basic concepts in psychopathology</td>
<td>Chapter 15, 1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1. TA presentation on the practicum 2. Pathogenic biological factors: Heredity, biophysical individuality, temperament</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Pathogenic Experiences: S. Freud</td>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Pathogenic Experiences: 1. M. Klein 2. M. Mahler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Pathogenic Experiences: H. Kohut</td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Pathogenic Experiences: 1. Pavlov 2. Skinner 3. Bandura Logistics for the 2nd semester’s presentations</td>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><strong>Exam 1</strong></td>
<td>Chapters 15, 1-4, Classes</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Risk and resilience</td>
<td>Chapter 5, 6</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Anxiety and its impact</td>
<td>By this class Hand in two copies of an outline for your presentation</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>A case analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Feedback on the Outlines</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Winter term

<table>
<thead>
<tr>
<th></th>
<th>Behavioural disorders</th>
<th>Anxiety disorders 1</th>
<th>Anxiety disorders 2</th>
<th>Mood disorders</th>
<th>Exam 2 +TBA</th>
<th>Pervasive Disorders</th>
<th>Learning Disorders Alcohol and Substance</th>
<th>Eating disorders</th>
<th>Life stressors</th>
<th>Life stressors</th>
<th>Life stressors</th>
<th>Exam 3</th>
<th>Last class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chapters 9, 10</td>
<td>Chapter 8</td>
<td>Chapter 8</td>
<td>Chapter 7</td>
<td>Chapters 5-10, Classes</td>
<td>Chapter 12</td>
<td>Chapters 13, 11</td>
<td>Chapter 14</td>
<td>Chapter 14</td>
<td>Chapter 14</td>
<td>Chapter 14</td>
<td>Chapters 11-14, Classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ADHD CD</td>
<td>Separation anxiety GAD Phobia Social anxiety</td>
<td>Panic OCD PTSD</td>
<td>Depression Suicide and suicide attempts</td>
<td></td>
<td>Autism Asperger’s syndrome Schizophrenia</td>
<td>Dyslexia Dyscalculia Dysgraphia Alcohol use and abuse Substance use and abuse</td>
<td>Obesity Anorexia Nervosa Bulimia Nervosa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Have a good summer!**