

YORK UNIVERSITY

PSYCHOLOGY DEPARTMENT

SEMINAR IN ATYPICAL DEVELOPMENT 4460 6.0 Section A

2015-16

Monday 4 pm, VC 114

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

Office: 256 BSB
Office Hours: TBA

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: Kyla Baird.
Email: psyc4460@yorku.ca
Office: 268 BSB
Office hours: By appointment

Prerequisites: Prerequisites: PSYC 1010 6.0 OR 2410 6.0 with a minimum grade of C; PSYCH 2030 3.0, or PSYC 2530 3.0 or substitute; one of PSYC 2020 6.0, PSYC 2021 3.0 or PSYC 2510 3.0 or substitute; PSYCH 2110 3.0 OR 3240 3.0. Students must be in an Honours Program in Psychology and have completed 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 psychopathology in childhood, adolescence and possibly in adulthood. Classes will focus on:

1. Theories that offer insight regarding pathogenic processes and resilience 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 placements.

Active involvement of students in constructive class discussions is of major importance.

Ground rules:

- No cellphones, and tablets: Empirical research shows that multi-tasking impairs performance.
- Be on time.
- In a seminar class, we are a team working together. If you have to leave class before it ends, let us know.

The structure of the course:

During the first classes in the fall semester we will explore some of the core concepts in psychopathology, and some developmental theories and their contribution to the understanding of pathogenesis. 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 year ends with poster presentation sessions devoted to the practicum experience. The seminar final academic paper will follow the presentation and will focus on the same topic.

Note: The classes, especially during the fall, do not follow systematically the textbook.

Practicum / Case study: Students are expected to become involved in a volunteer practicum activity one day (1-3 hours) a week for a minimum of 16 weeks, ideally beginning in October and lasting into March or June. 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 school, and relating to theories and applications studied in class. Students may arrange their own volunteer placement, provided the course director first approves it, or participate in the course's group-program. The latter involves volunteering in one of several local public schools that are partnering with our program. There will be information sessions led by the TA, who is the practicum coordinator, early in the academic year. Please note: studying a child of friends or family members is NOT an option.

In order to participate in any volunteer activity involving children, you will be required to obtain a Police Check from 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:

1. Understanding Abnormal Child Psychology, 3rd Edition, Vicky Phares, 2014, Wiley.

Suggested Reading:

2. A paper by Urie Bronfenbrenner (1994): *Ecological models of human development*. This paper appears in many volumes.
3. A good chapter about Freud psychosexual development you may find in: Robert, M., (1966), The theory of sexuality in *The Psychoanalytic Revolution*, pages 190-201, Allen and Unwin.
4. Two papers by Margaret Mahler: 1) *On human symbiosis and the vicissitudes of individuation*; 2) *On the first three subphases of the separation-individuation process*. These papers may be found in *Essential papers on object relations*, edited by P. F. Buckley and S. Saguro, pp. 200-221, 222-232, 1986, New York, University Press.
5. A paper about Kohut's Self Psychology: Baker, H.S., and Baker, M.N. (1987), Heinz Kohut's self psychology, *American Journal of Psychiatry*, 144, pp. 1-9.

Please note: Some of these papers are difficult to find. The interested student is welcome to ask me for them.

Evaluation

Your final grade will be calculated based on:

Practicum experience (20%): Completion of 16 weeks volunteering 4%; a poster on practicum's experience 16%.

Academic experience (80%) is divided into three components:

1. An academic project (40%): An outline for a presentation including annotated bibliography (4%); A presentation (16%); A paper on the subject of the presentation (20%);
2. Quizzes (30%);
3. Constructive contribution in class (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 writing:

A student's achievements are highly influenced by the student's skill in academic writing. Please make use of the academic writing department at York University. You may be tutored to write better your assignments for this class.

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>

Academic Presentation and paper on either a specific childhood disorder or on a potentially pathogenic life situation:

Topics for the presentation: Some of the most prevalent childhood disorders (check the detailed list on the plan of the semesters). 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.

Basically, the presentation and paper are expected to be similar in terms of content and structure. The paper is due **two weeks after the presentation**. The expected time frame for the presentation is **30 minutes**. The expectation is that the student will explore the subject matter beyond the textbook. After the presentation, before the discussion, the presenter will distribute a summary handout to the class. The discussion is **not** the responsibility of the presenter.

Tentative outline of the presentation: One double-space printed page of the rough draft of your paper and presentation's outline + annotated bibliography (check on the web "APA annotated bibliography". I found, for example, http://www-bcf.usc.edu/~genzuk/APA_Format_Annotated_Bibliography.pdf). The student will present her/his research and thoughts in front of the class. The outline-presentation will be graded, according to manifested effort in reading and thinking beyond the text, as Good effort (A level), Satisfactory effort (C level) or Unsatisfactory effort (F level). Feedback on your outline will be given during the following class.

Criteria of final presentation evaluation: Good structure; ability to describe the topic as complex, multi faceted psychological phenomenon; bringing to class information and ideas beyond the text; 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. **Note:** The presentation should not include more than 3 minutes video, class activities, etc.

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: title; abstract; the core of the paper will be in free-style; summary and conclusion; 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.

Final paper is due two weeks after the presentation.

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, class' lectures or any unreliable resource. 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.

A poster on practicum experience: A visual presentation of your practicum experience will be the basis for a 10-minute in-class presentation. Before the presentation we will have a short tutorial on *effective poster presentation*.

Quizzes:

In order to promote reading before class, there will be a short quiz in most classes, based on readings. Assuming X number of quizzes; only the highest X-2 will be calculated in your grade. No make-up for a missed quiz will be offered for any reason.

Important dates:

Fall Semester begins September 10, 2015; ends December 7, 2015.

Winter semester starts January 3, 2016; ends April 4, 2016.

Last date to enroll without permission of course instructor: September 24, 2015.

Last date to drop the course without receiving a grade: February 8, 2016 (Make sure you have enough feedback on your performance prior to this date).

No class on:

Fall Reading Days: October 29- November 1, 2015

Winter Reading week: February 13-19, 2016

Course Outline

Lesson #	Topic	Reading assignment	Assignment/presentations
Fall Term			
1 Sep. 14	TA's presentation on the practicum		
2 Sep. 21	1. Introduction to the seminar 2. Basic concepts in psychopathology Principle of OD		
3 Sep. 28	1. Bronfenbrenner. 2. Pathogenic <u>biological factors</u> : Heredity, biophysical individuality, temperament.		A quiz on first class material
4 Oct. 5	Establishing a baseline of the practicum experience 1. Pathogenic <u>experiences</u> : S. Freud 2. Logistics: Planning for winter term's presentations	Chapter 1	A quiz on readings
5 Oct. 19	Practicum experiences Pathogenic Experiences: 1. M. Mahler 2. A video on Erikson	Chapter 2	A quiz on reading
6 Oct. 26	Pathogenic Experiences: H. Kohut	Chapter 3	A quiz on reading
7 Nov. 2	Practicum experiences Learning Outline presentations	Chapter 4	A quiz on readings. Each student presents 5 minutes. Hand in the outline and an annotated-bibliography.
8 Nov. 9	Practicum experiences Feedback		
9 Nov. 16	Practicum experiences Risk factors A video part 1	Chapters 5	A quiz on readings
10 Nov. 23	Practicum experiences Protective factors A video part 2	Chapter 6	A quiz on reading
11 Nov. 30	Practicum experiences Depression A video	Chapter 7	A quiz on reading
12 Dec. 7	Practicum experiences Suicide and suicide attempts		

Winter term

1 Jan. 4	Practicum experiences Anxiety A video	Chapter 8	A quiz on reading GAD: Phobia:
2 Jan. 11	Practicum experiences Social anxiety Adjustment disorder		Social anxiety: Adjustment disorder:
3 Jan. 18	Practicum experiences OCD PTSD		OCD: PTSD:
4 Jan. 25	Practicum experiences ADHD	Chapter 9	A quiz on reading ADHD:
5 Feb. 1	Practicum experiences Conduct Disorder Oppositional Defiant Dis. A video	Chapter 10	A quiz on reading CD: ODD :
6 Feb. 8	Practicum experiences Alcohol and Substance A short tutorial: Effective poster presentation	Chapter 11	A quiz on reading Alcohol and Substance Use Disorders
7 Feb. 22	Practicum experiences Autism and Schizophrenia A video	Chapter 12	A quiz on reading Autism Schizophrenia
8 Feb. 29	Practicum experiences Eating disorders A video	Chapter 14	A quiz on reading Obesity Anorexia Nervosa Bulimia Nervosa
9 Mar. 7	Practicum experiences Life stressors		1. 2. 3.
10 Mar. 14	Practicum Posters Presentations		
11 Mar. 21	Practicum Posters Presentations		
12 Mar. 28 Last class	TBA		

*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).