

YORK UNIVERSITY

HH/PSYC 4460 6.0B—FALL/WINTER 2015-2016

ATYPICAL DEVELOPMENT

Course Director: Dr. Lorne Sugar

Office and Office Hours: Monday—6:00pm – 6:45pm 277 BSB (Fall Only)
Tuesday—7:30am – 8:15am 277 BSB
Thursday—7:30am – 8:15am 277 BSB

E-mail: lornes@yorku.ca
E-mail is checked twice daily, Monday-Friday

Teaching Assistant To Be Announced
Secretary: Ms. Agnes Levstik, Room 281 BSB
Secretary's Phone: (416) 736-5125

Lecture Time: Tuesdays—8:30am – 11:15am
Duration: September 15th, 2015 – March 29th, 2016
Location: Please check the York website as the room may be changed from VC 114

Course Description:

This course will examine mental health and illness in childhood and adolescence. Students will learn how to conduct a comprehensive assessment and then how to modify it to evaluate more specifically the presence or absence of specific disorders. There will be a heavy emphasis on using assessment to understand clients and to inform treatment. Students will be introduced to and encouraged to think critically about some of the more prominent theories and treatment methods used to intervene when a child or adolescent is contending with mental illness. There is a volunteer placement that is associated with this course that will allow students to apply what they learn.

Prerequisites:

- 1) Introduction to Psychology (PSYC 1010 6.0 or AK/PSYC 2410 6.0 [with a minimum grade of C]).
- 2) One of the following Statistical Methods courses: PSYC 2020 6.0; PSYC 2021 3.0; AK/PSYC 2510 3.0; or substitutes/equivalents.
- 3) Introduction to Research Methods (PSYC 2030 3.0)
- 4) Developmental Psychology (PSYC 2110 3.0)
- 5) Students must be in an Honours program in Psychology and have completed 84 credits (excluding education courses).

Required Text:

Mash, E. J. & Wolfe, D. A. (2016). Abnormal Child Psychology (6th Ed.). Boston, MA: Cengage.

Evaluation:

- 1) Two In-Class Tests (multiple choice)
 - Test 1—25%
 - Test 2—20%
- 2) Group Presentation—15%
- 3) Formulation Paper—15%
- 4) Second Practicum Paper—20%
- 5) Participation —5%
- 6) **Note—Although not marked, students are expected to submit weekly logs regarding the practicum experience to the Teaching Assistant through Moodle.**

Final date to drop the course without receiving a grade is February 5th, 2016

Course Format:

This course will be seminar-based. Classes will be comprised of lectures, discussions, demonstrations, and films. It is anticipated that classes will be used to convey information, as well as to provoke respectful discussion and critical thinking of the concepts reviewed in the text and/or highlighted in class.

PLEASE NOTE: ** Although not a focus of this course or an expectation whatsoever, some students may disclose personal information during discussions. In addition, many students will potentially have differing points of view on any given topic. It is expected that regardless of the content of the information shared, students will treat one-another with the utmost respect and maintain confidentiality outside of class. Violating these expectations will not be tolerated. In the event of a violation, the offending student will lose participation marks and potentially be prevented from attending additional lectures prior to engaging in a discussion with the course director.

Tests:

The two in-class tests are non-cumulative. Both tests will include multiple choice questions based on the textbook and lectures. Test #1 is worth slightly more because it will include slightly more material than Test #2.

First Practicum Paper:

As we will learn throughout this course, children and adolescents do not exist in isolation and instead, there is a bidirectional influence between the individual and their context which includes (but is not limited to) their family, friendships, dating partners, school, neighbourhood, and culture. Your task for this paper is to consider the client we will focus on in class on **November 10th, 2015**. Once you have been provided with information regarding this particular “client”, you will have one week through which to consider the information and use it to provide your formulation of this client as well as your recommendations for treatment. Your mark for this paper will be based on the details you include, how well you back up your impressions, and the quality of your writing. Remember that there are campus resources that students can access for free if support with written expression is required, but the assumption is that by virtue of being fourth year undergraduate students in an Honours program, students will be capable of expressing themselves appropriately through writing.

This paper must be double-spaced and no longer than eight pages in length. Any material beyond the eighth page will not be read. Font size should be 12. The paper is due on **November 17th, 2015**.

Second Practicum Paper:

This paper is due on March 8th, 2016. Within the ten-page double-spaced limit (font size 12) students will describe the student they have been mentoring by providing whatever background information they have learned. Based on an integration of this information, students will share their formulation of the child/adolescent being mentored and any treatment recommendations that arise from their formulation. Formulations are expected to be descriptive and students are free to incorporate any theoretical material they choose, but students must not apply diagnostic labels in their formulation (even though we will learn that this is routinely done in clinical settings). Therefore, it is permissible to describe your child as “sad” or your adolescent as “being demanding of attention and seductive in their behaviour”, but not to label them with “Major Depressive Disorder” or “Histrionic Personality Disorder”. If there is a diagnosis (or diagnoses) you are considering, simply inform the course director verbally upon submitting your paper and this will be noted. **This paper is meant for the course director only, and the papers are not to be shared with the person being mentored, their caregivers, the child’s/adolescent’s teacher, or any other school personnel.**

Oral Presentation:

Students will work in groups of three or four to deliver a presentation to the class that will be of a maximum duration of 60 minutes. Students will have the opportunity to choose their presentation topics and dates on **October 13th, 2015**. The course director must approve presentation topics. Marks will be earned based on the content and process of the presentation (10%) and how the presenters address appropriate questions asked by the class and the course director (5%). Students will inform the course director prior to the presentation as to whether they wish to be graded as a group or as individuals. Additional library research is expected and a reference list must be provided.

Late Assignments and Missed Tests/Presentation:

Students who submit their paper after class on the date the paper is due will lose three marks (out of 15) for the first paper and four marks (out of 20) for the practicum paper. Additional three and four mark deductions for the first and second papers respectively will be made for each day the paper is late following the due date. Papers sent by e-mail will not be accepted.

Students who miss a test must notify the course director prior to the test and will only be able to write a make-up test if they produce valid documentation to support their absence. Serious illnesses that are specified explicitly in a doctor's note, as well as accidents and family tragedies (for which proof must be produced) are the only acceptable justifications for missing a test. There is no guarantee that the make-up test will follow the same format as the original. The date, time, and off site location of the make-up test will be chosen by the course director regardless of students' schedules. There will only be one opportunity to write the make-up test.

If a student is absent on the day of his or her presentation, the other group members will be expected to complete the presentation and will be marked accordingly, while the absent student will receive a zero.

Academic Integrity and Support:

Students are expected to be aware of York's policies regarding academic honesty and integrity, accommodations for religious observance, and accommodations for students with disabilities. Students who require course-specific accommodations are strongly encouraged to speak privately with the course director as soon as possible. Be sure to peruse the York University website for university policies and related information.

Final Marks:

Numerical marks will be used throughout this class to evaluate performance. Once all evaluative components are completed, these numerical marks will be summed to produce a final mark for each student. This final mark will then be converted to a letter grade based on the following university conversion guidelines:

| <u>Range of Marks</u> | <u>Letter Grade Equivalent</u> |
|-----------------------|--------------------------------|
| 90-100 | A+ |
| 80-89 | A |
| 75-79 | B+ |
| 70-74 | B |
| 65-69 | C+ |
| 60-64 | C |
| 55-59 | D+ |
| 50-54 | D |
| 40-50 | E |
| 39 and Below | F |

Please note that there will be no “curving” in this class. Students will earn grades based solely on their performance. If students work hard and perform well, marks will be strong. If students do not work hard and performance suffers, marks will be weaker. Students are encouraged to remain mindful of the rules of rounding. For example, a final mark of 74.8 will be rounded to a 75 but a final mark of 74.2 will not. Students are also encouraged to remain mindful that final grades submitted by the course director to the university are considered “unofficial” grades. The university always has the option of making adjustments. For example, a student finishing the course with a final mark of 81.4 clearly falls within the A range, however university adjustments (if applied) could serve to maintain this mark in the A range or lower it to a B+. Another example might be that a student with a final mark of 78.9 may remain at a B+ or through university adjustments be lowered to a B or raised to an A. The course director’s role ends once the unofficial grades are submitted. Please note that fourth year courses tend to be less susceptible to these grade adjustments in comparison to lower-level courses, but they are not exempt from such.

COURSE OUTLINE

| <u>Date</u> | <u>Topic</u> | <u>Chapter</u> |
|--------------|---|----------------|
| September 15 | Welcome, Introduction, and Practicum Info. | |
| September 22 | Ethical Issues | 1 |
| September 29 | Assessment Part 1—The Biopsychosocial Assessment | 3 |
| October 6 | Assessment Part 2—Testing, Scoring, Interpretation, and Formulation | 4 |
| October 13 | Cognitive Behavioural Formulation & Treatment Presentation Groups and Topics Selected | 2 |
| October 20 | Psychodynamic Formulation & Treatment | |
| October 27 | Family Systems Formulation and Therapy Part 1 | |
| November 3 | Family Systems Formulation and Therapy Part 2 | |
| November 10 | Case for Paper #1—Full Class Required | |
| November 17 | Intellectual Disabilities Paper #1 Due | 5 |
| November 24 | Communication Disorder and Specific Learning Disorder | 7 |
| December 1 | Test #1—Chapters 1, 2, 3, 4, 5, 7, and Lectures | |
| January 5 | Attention-Deficit Hyperactivity Disorder | 8 |
| January 12 | Presentations 1 and 2 | 6 |
| January 19 | Presentations 3 and 4 | |
| January 26 | Presentations 5 and 6 | |
| February 2 | Presentations 7 and 8 | |
| February 9 | Oppositional Defiant Disorder and Conduct Disorder | 9 |

COURSE OUTLINE CONT'D

| | | |
|-------------|---|----|
| February 16 | Reading Week—No Class | |
| February 23 | Anxiety Disorders | 11 |
| March 1 | Mood Disorders | 10 |
| March 8 | Suicide Paper #2 Due | |
| March 15 | Attachment | 12 |
| March 22 | Complex Trauma and Personality Disorders | |
| March 31 | Test #2—Chapters 6, 8, 9, 10, 11, 12, and Lectures | |

Potential Topics for Presentations:

Presentation groups and topics will be assigned on October 13th, 2015. Do not miss this class! The order in which groups select their presentation topics and presentation dates will both be done by lottery to ensure fairness. What follows is a list of potential (but not exhaustive) topics:

- 1) Self-esteem in childhood or adolescence
- 2) Tourette's Disorder
- 3) PTSD in children or adolescents
- 4) ADHD or Conduct Disorder in girls
- 5) Gangs
- 6) Anorexia Nervosa or Bulimia Nervosa
- 7) Selective Mutism
- 8) Childhood Schizophrenia
- 9) Autism Spectrum Disorder
- 10) Childhood Bipolar Disorder
- 11) Managing Learning Disabilities
- 12) Issues related to adolescent sexuality, sexual orientation, or gender identity
- 13) Medical illness and psychological consequences for children or adolescents
- 14) Working with specific cultural, racial, or sexual minority clients
- 15) Abuse and its consequences
- 16) Bullying or Victimization
- 17) Adolescent self-harm
- 18) Normative Adolescent Issues (e.g., Identity, Autonomy, Intimacy/Dating)
- 19) Any other topic that is approved by the course director

