

4460C ATYPICAL DEVELOPMENT
2013-14

Instructor: Dr. Fredric Weizmann
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 Teaching Assistant: Nicole Racine <psyc4460@yorku.ca> her office is Room 2004 in the Sherman Health Research Centre, and she will normally be available by appointment Wednesdays, 9-10 AM. For appointments at other times, contact her.

Prerequisites: Students must be in an Honours program in Psychology and have completed 14 university courses or 84 credits (excluding Education courses). Specific prerequisites include Psych. 1010 6.0 (with minimum grade of C), Psych. 2110 3.0, Psych. 2020 3.0 or 2021 3.0, Psych. 2030 3.0, and Psych. 3140 3.0. None of these prerequisites will be waived.

General Description: In this course, we will consider the etiology, diagnosis and treatment of some of the more important and common psychological disorders of childhood and adolescence. We will explore the way disorders are conceptualized and defined, particularly within the context of a developmental framework. We will also consider the role of biological, environmental, psychological, familial and social factors in childhood and adolescent disorders. Students will also be expected to volunteer to do a placement in children's settings, such as schools and childhood agencies (See the practicum description below.)
Class Format & Activities: One 3 hour class per week. During the first term, the class will largely consist of lectures, discussions, demonstrations, films and electronic presentations. During the second term, students will be required to make individual presentations.

Text: Mash, E. J. & Wolfe, D.A. (2012). Abnormal Child Psychology (5th Ed.). Belmont, CA: Thomson Wadsworth Publishing. Additional Readings, if any, to be assigned in class.

Course Requirements

Two non-cumulative exams, one in November one in March (Each test counts 20% towards the course grade.)

Paper, including outline. The paper will be due in January. (The paper counts 30% towards the course grade.)

Practicum/Case study (15% of the course grade.)

Presentation (10% of the course grade.)

Class Participation. (5% of the course grade)

From Percentage to Letter Grade

>89 = A+; 80-89 = A; 75-79 = B+; 70-74 = B; 65-69 = C+; 60-64 = C; 55-59 = D+; 50-54 = D 40-49 = E; 0-39 = F

Seminar presentation and paper: Individual students will be expected to do a 10 page (double spaced, not counting references) on a relevant topic and give a class presentation (approximately 20-25 minutes in length) based on the paper. Students should use APA format. The Purdue University on-line site (<<http://owl.english.purdue.edu/>>) is a good place to consult both for information about APA style and for more general information about writing research papers. The paper and presentation topics will be worked out between students and the instructor during the first term. Students will provide an outline of the paper, with a list of possible references. This will be due by the end of the fall term (see below for dates) and the paper will be due by the end of January.

Practicum / Case study: As noted above, students are expected to become involved in a volunteer practicum activity one day (1-3 hours) a week for approximately 15 weeks, beginning in October/November and lasting into March. This class activity is designed to give students the experience of following and coming to understand a child as they function in the context of the setting, and relating it to theories and applications studied in class. Students are encouraged to participate in the course group program. This involves volunteering in one of several local public schools that are part of the Toronto District School Board (TDSB) and are partnering with our program. There will be several information sessions, led by the teaching assistant responsible for the practicum, early in the academic year. Students who cannot participate in this TDSB school program may arrange their own volunteer placement, provided it is first approved by the instructor, and should also attend the information sessions. While there is flexibility in choosing a placement, studying the child of friends or family members will not be considered an option. The written assignment based on this practical component will consist of presenting your observations about the child, and relating it to course material (min. 5 double-spaced pages). During the information session, we will also discuss keeping a record of your contacts with the child. Criteria for the preparation and evaluation of the case studies will be provided during the first term.

Please note: in order to participate in any volunteer activity involving children, you will be required to obtain a **Police Check** from the relevant community police department. Since this is time consuming, we have attempted to arrange for this in advance. If you have not already applied for such a check, please arrange for this as quickly as possible as it may take several weeks to receive your clearance.

Tests will be based on the material covered in class, including discussions, information presented on film and electronic media, as well as the text and assigned readings. Some questions from student presentations will be included in the second Exam. Exams will not be cumulative.

Class participation. Students will be expected to participate in class discussions, both when the instructor is lecturing and when other students are presenting. Class attendance is important.

Missed tests: In case of a test missed because of illness or family emergency a make up test will be provided, although 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 specific reason for the missed test. Please notify the instructor by phone or e-mail before the scheduled examination. This same policy applies to missed assignments other than tests.

Late assignments: Unless the instructor is informed about illnesses or other emergency circumstances, and agrees to extend the deadline, the grade on the assignment will be lowered by 20% for assignments that are up to a week late and 40%, for assignments more than a week late.

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/tutorial/academic_integrity/

We will be speaking more about plagiarism later in the course when I speak about the paper requirements.

Special needs and accommodations: please identify yourself to the instructor as early as possible should you require any special accommodations. Information can also be obtained through:

Office for Persons with Disabilities; Voice 416-736-5140, TDD 416-736-5263

Learning Disabilities Programme: Counseling and Development Centre, 145 BSB, 416-736-5297

Assistance for Students with Continuing Mental Health Needs: Counseling and Development Centre, 145 BSB, 416-736-5297. A detailed schedule of lecture topics and reading assignments will be provided on or before the first day of classes.

COURSE SCHEDULE

Date of Class	Week	Schedule of Lectures and Assignments
September 11	Week 1	Abnormal Psychology of Childhood: A historical Introduction to the field. Ch. 1
September 18	Week 2	Historical introduction (cont.) Developmental Disorders: Early Influences and Models of Development: Genetics and Prenatal Influences Text: Ch. 2 Discussion of Practicum (1 st of two)
September 25	Week 3	Early Influences Genetics and Prenatal Influences (cont.) Discussion of Practicum
October 2	Week 4	Early Influences (cont.) Early relationships, temperament Developmental Psychopathology as a Model
October 9	Week 5	Early influences (cont.) Early relationships and attachment Temperament Some Comments on Research. Text, Ch. 3
October 16	Week 6	Some Comments on Research (cont.)

October 23	Week 7	Assessment, Diagnosis and Treatment. The Nature of the DSM and some alternative approaches to diagnosis. Developmental vs. disease approaches to abnormality Text. Ch. 4 Anxiety Disorders Text: Ch 7.
November 6	Week 8	Anxiety Disorders(cont.) Mood Disorders Text: Ch. 8
November 13	Week 9	Mood Disorders (cont.) ADHD Text: Ch. 5
November 20	Week 10	ADHD (cont.) Conduct Problems Text: Ch 6. Paper outline due
November 27	Week 11	Test
December 4	Week 12	Conduct Problems (cont.) Intellectual Disabilities/Communication and Learning Disorders Text. Chapters 9, 11
January 8	Week 13	Autism and Autism Spectrum Disorders, Childhood Schizophrenia Text: Ch. 10
January 15	Week 14	Health Related and Substance Abuse Disorders Text: Ch. 12
January 22	Week15	Child Maltreatment, Neglect and Abuse Text: Ch. 14
January 29	Week 16	Eating Disorders Text: Ch. 13 Paper due
February 5	Week 17	Student Presentations
February 12	Week 18	Student Presentations Last date to drop course without receiving a grade Feb. 14
February 26	Week 19	Student Presentations
March 5	Week 20	Student Presentations
March 12	Week 21	Student Presentations
March 19	Week 22	Student Presentations Case studies due
March 26	Week 23	Test
April 2	Week 24	Student presentations