

**Faculty of Health
Department of Psychology
PSYC 4460 6.0 A: ATYPICAL DEVELOPMENT**

Mondays 7 PM/ Online via Zoom

Fall-Winter 2020-2021

This academic year, PSYC 4460A will be an experiential learning **blended** seminar: We will have a **synchronous** part on Zoom starting at 7 PM on Mondays, and an **asynchronous** part at your convenience before a class' Zoom meeting.

Experiential learning:

While in past years the experiential learning included mentoring a real flesh and blood child, this year, due to COVID-19 pandemic, students will be engaged in raising a virtual child (VC). This experience will be addressed in various ways throughout the seminar. Additionally, the experiential learning will include application of knowledge of atypical development in case studies as reflected in videos, and in students' real-life experiences.

Synchronous learning:

The synchronous part of the seminar will be devoted to quizzes on readings in the textbook and course kit, and to class discussions both in the general assembly of the whole class and in breakout rooms. In the first few months of the course, the synchronous part will also include short lectures addressing important issues **beyond** the readings, and later in the year will include students' seminar presentations. We will also have a Q&A and office-hour period every class. We are not expected to go through the readings during class.

Asynchronous learning:

The asynchronous part will encompass experiential learning forum discussions and multi-media activities such as video watching.

In many seminar classes videos will be the basis for class discussions. Students should watch the assigned videos asynchronously before class, so we are able to have a meaningful seminar discussion. The synchronous part of the seminar will be shorter than three hours on these occasions.

Asynchronous assignments should be completed before the live Zoom meeting (course material will not be repeated during this time). It is **ESSENTIAL** that students complete these assignments AND attend Live Zoom Seminars in order to be successful in the course. Below is a recommended approach to the course:

Review all relevant material found within the syllabus/weekly plan on e-Class prior to the scheduled live seminar time (i.e., the material for class 1 on e-Class should be completed before the Live Zoom Seminar 1).

Attend the Live Zoom Seminar (at our course time – Mondays at 7 PM). Please have a high-speed internet connection, well-functioning microphone and video camera. Please have your video camera **ON** for the duration of the Zoom class, to create a “classroom” space in which we can all see each other. **During quizzes, video camera is mandatory.**

Instructor and T.A. Information

Instructor: Ehud Avitzur, C. Psych, PhD.

Office Hours: at the end of every class during Q&A.

T.A.: Samantha Roberts, MA.

Role: Virtual Child Facilitator and advisor

Office Hours: **by appointment**. Email: sdrob@yorku.ca

Course Prerequisite(s): Course prerequisites are strictly enforced

HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.

HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)

HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes

HH/PSYC 2110 3.00 (Developmental Psychology)

Students must be in an Honours program in Psychology and have completed at least 84 credits

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: e-Class

All course materials, except the readings, will be available on the course e-Class site, unless otherwise indicated by the instructor. The site will be your central access point for course materials.

All live seminars will be on Zoom. Students will require a meeting link and passcode to attend the Zoom seminar, which can be found through e-Class.

Course Description

PSYC4460 is an experiential education (EE) course- it provides students with the opportunity to integrate theory and course work with concrete experience. The EE component of this course (described below) will take place online using a novel, interactive web-based simulation. This experience will give students the opportunity to apply their developing knowledge and skills to a practical setting.

While in the pre-COVID19 past students volunteered as mentors to a child at schools, the pandemic reality forces us to use a simulator that enables an experience with a virtual child as a part of the course.

MyVirtualChild ("VC") is an interactive web-based simulation that allows you to raise a child from birth to age 18 and monitor the effects of your parenting decisions over time. This engaging website lets you apply the key concepts that you are learning in class. And just like in real life, certain unplanned events will be presented to you. Students will see first-hand the complex interplay between biology, environment, and experience in shaping a child's life course. Students will "raise" their own child and will write an associated reflection paper and give a case poster presentation. Additionally, this EE has an associated group weekly discussion component.

The structure of the course:

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 with their VC.

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

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 psychopathology. 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 specific 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 experience with the VC. The seminar final academic paper will follow the presentation and will focus on the same topic.

Note: Fall classes do not follow systematically the textbook.

Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge of atypical development.

Critically evaluate, synthesize and resolve conflicting results.

Articulate trends in atypical development.

2. Locate research articles and show critical thinking about research findings in atypical development.
3. Express knowledge about atypical development in written form.

Engage in evidence-based dialogue with course director and peers.

Demonstrate an ability to work with others.

Specific Learning Objectives

Learning Outcome 1: Depth and Breadth of Knowledge

Students will acquire in-depth knowledge of the most prevalent forms of child and adolescent psychopathology, including etiology, context, as well as theoretical and empirical frameworks.

Learning Outcome 2: Knowledge of Methodologies

Students will develop further their skills of critical analysis of primary research.

Learning Outcome 3: Application of Knowledge

Students will apply their knowledge of typical and atypical development through Experiential Education Activities, demonstrating the ability to think critically about the application of their knowledge.

Learning Outcome 4: Communication Skills

Students will learn to engage in evidence-based dialogues with class colleagues, and with the Course Director, in both written and oral formats (e.g., discussion posts, class discussions, presentations, posters, and papers).

Learning Outcome 5: Awareness of Limits of Knowledge

Students will recognize the limits of what is known about child and adolescent psychopathology, including directions for future research and interventions.

Learning Outcome 6: Ethics and Professional Capacity

Students will demonstrate knowledge of ethical and professional responsibilities in interactions with children and adolescents.

Required Text

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

2. A short course kit: Cervone and Pervin chapter on *Freud*, Mitchell Black chapter on *Mahler*, Kohut and Wolf chapter on *Self Psychology*.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
e-Class Quizzes	See Course Schedule	30%
Constructive participation in our seminar class	Weekly Live Zoom Seminars (see dates on course schedule below).	15%
A tentative outline of a presentation including annotated bibliography (teams)	Class #7	4%
Academic Presentation (teams)	Fall: Classes 11-12 Winter: Classes 1-9	16%
My Virtual Child – Weekly Group Discussion	Weekly. See e-Class.	10%
My Virtual Child - Reflection Paper	Last Fall Class	10%
My Virtual Child – Case Poster	Winter: Last four classes	10%

Peer Evaluations of Posters	Winter: Last four classes	5%
Total		100%

Description of Assignments

1) Weekly e-Class Quizzes. Students will learn the majority of the content of the course through pre-seminar materials on e-Class. Students who engage with the pre-seminar weekly material will be better prepared to participate, contribute to, and gain from Live Zoom Seminars. This will not only support student learning but will help to create a meaningful and engaging Live Zoom Seminar from which all students can apply core concepts and ideas. In order to encourage student engagement with pre-seminar materials on e-Class *prior* to Live Zoom Seminars, many seminar classes include **e-Class Quizzes** that will assess student knowledge based on pre-seminar materials (i.e., textbook reading). Typically, quizzes will be short, based on multiple-choice questions. Assuming n quizzes, only the best $n-2$ quizzes will be calculated towards the final grade. No make-up for missed quizzes will be offered for any reason.

2) Live Seminar Constructive Participation. Students who attend and participate in seminars tend to get more out of courses, learning from the classmates and from direct interactions with the Course Director. Beginning on our second class, attendance will be recorded, and meaningful participation monitored.

Given that students may have unforeseen conflicts wherein they are unable to attend the Live Zoom Seminar, a subset of ten weekly participation per semester will be used towards the final grade.

3) A Tentative Outline, Academic Presentation, and a Hand-Out on either a specific childhood disorder or on a potentially pathogenic life situation:

Topics (a specific childhood disorder or a potentially pathogenic life situation): XXX Topics (such as ADHD, can be some of the most prevalent childhood disorders (check a detailed list on the course schedule). 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.

The expectation is that the students will explore the subject matter beyond the textbook, by exploring the state of the arts literature on the subject. You may use the textbook as a springboard to explore further. Two-three papers should be presented. Your presentation should include methodological aspects (how the research was performed) and demonstrate critical thinking about the research and its methodology. In order to focus on good research, use **high impact journals** only.

Before the presentation the presenters will upload on e-Class a handout for the class. The summary will be written in accordance with the APA standards and include a bibliography. A post-presentation class discussion is **not** the responsibility of the presenter. The expected time frame for the presentation is **about 30 (+/- 2) minutes**. Shorter or longer presentations will be penalized.

Tentative written outline of the presentation: One double-space printed page of the rough draft of your paper and presentation's outline + annotated bibliography (What is annotated bibliography? -check on the web "APA annotated bibliography". I found, for example, http://www-bcf.usc.edu/~genzuck/APA_Format_Annotated_Bibliography.pdf). The presenters will present their plans for the academic presentation in front of the class. The outline-presentation and the tentative written outline of the presentation will be graded, according to manifested effort in reading and thinking beyond the text, as Good effort, Satisfactory effort, or Unsatisfactory effort. Feedback on your outline will be given a week later.

4) My Virtual Child – Weekly Group Discussion Post (Asynchronous)

Students will be assigned groups and will engage in a weekly written discussion group on e-Class. In groups, students will discuss the decisions they make in their parenting, patterns they observe in their child, challenges they face, and so on. The discussion board will be monitored weekly for meaningful participation.

5) My Virtual Child – Reflection Paper

Students will write a 4-page double space paper reflecting on their experience, to date, raising a virtual child. The core of the paper will involve using course material (seminar classes and the readings) to describe the developmental trajectory that your child is currently on and how changes to the child and/or their environment may have led the child to follow a more atypical trajectory.

6) My Virtual Child – Case Poster

Using an academic poster format (templates will be provided), you will analyze your Virtual Child using theory and research from course material (e.g., a multiple-levels-of-analysis (biological, cognitive, sociocultural) approach; risk/protective factors). Further details will be provided on e-Class. The posters will be presented in one of three classes at the end of the winter term. Students will orally summarize their poster (presentations can be pre-recorded, but Q and A will be live) and respond to questions. Posters will be graded for accuracy and completeness of information, visual appeal and creativity, and oral presentation of the delivery and contents.

7) Peer Evaluation of Posters: Students will be required to provide peer evaluation and feedback for all of their classmates' posters. This feedback will be provided to the poster presenters.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2020-21](#)

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2020-21 Important Dates](#)

	Fall (F)	Year (Y)	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 7- Dec. 8	Feb. 6 – April 12	March 13- April 12

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial and Academic Honesty Quiz](#)

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with ***Student Accessibility Services (SAS)*** to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.**

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 4460 6.0A course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

Course Schedule – FALL TERM

Lesson #	Topic	Reading assignment	Assignment/presentations
1 Sep. 14	1. Introduction to the seminar		
2 Sep. 21	1. Basic concepts in psychopathology 2. Principle of OD		
3 Sep. 28	No Class: Yom Kippur		
4 Oct. 5	TA's presentation on Experiential Learning 1. Bronfenbrenner. 2. Pathogenic <u>biological factors</u> : Heredity, biophysical individuality, temperament.	Chapter 1	A quiz on first and second classes material, and on chapter 1
Oct. 12	No Class: Thanksgiving		
5 Oct. 19	1. Pathogenic <u>experiences</u> : S. Freud 2. Logistics: Planning for students' Academic Presentations	Chapter 2 Freud from the course kit	A quiz on reading
6 Oct. 26	VC experiences Pathogenic Experiences: 1. M. Mahler 2. A video on Erikson	Chapter 3 On Mahler from the course kit	A quiz on readings
7 Nov. 2	VC experiences Pathogenic Experiences: H. Kohut Learning theories Outline presentations	Chapter 4 On Kohut from the course kit	A quiz on readings. Each student presents 5 minutes. Hand in the outline and an annotated-bibliography.
8 Nov. 9	VC experiences Establishing a baseline Feedback on the outlines		Be mindful of pros/cons of the baseline
9 Nov. 16	VC experiences Risk factors A video part 1: Discussion	Chapters 5	A quiz on readings
10 Nov. 23	VC experiences Protective factors A video part 2: Discussion	Chapter 6	A quiz on reading
11 Nov. 30	VC experiences Depression	Chapter 7	A quiz on reading Depression: Unipolar

	A video: Discussion		
12 Dec. 7		Chapter 7	Bipolar

WINTER TERM

Lesson #	Topic	Reading assignment	Assignment/presentations
1 Jan. 11	VC experiences Anxiety A video part 1: Discussion	Chapter 8	A quiz on reading 1 GAD: 2 Phobia:
2 Jan. 18	VC experiences A video part 2: Discussion Social anxiety		3 Social anxiety:
3 Jan. 25	VC experiences OCD PTSD		4 OCD: 5 PTSD:
4 Feb. 1	VC experiences ADHD	Chapter 9	A quiz on reading 6 ADHD: Learning Disabilities- 7 Dyslexia:
5 Feb. 8	VC experiences Conduct Disorder Oppositional Defiant Dis. A video: Discussion	Chapter 10	A quiz on reading 8 CD: 9 ODD :
Feb. 15	No class: Family Day		
6 Feb. 22*	VC experiences Alcohol and Substance Disorders A short tutorial: Effective poster presentation	Chapter 11	A quiz on reading 10 Substance (incl. alcohol cannabis) Use Disorders:
Lesson #	Topic	Reading assignment	Assignment/presentations

7 Mar. 1	VC experiences: Termination Autism and Schizophrenia A video	Chapter 12	A quiz on reading 11 Autism: 12 Prodromal Schizophrenia:
8 Mar. 8	VC experiences Eating disorders A video	Chapter 14	A quiz on reading 13 Obesity: 14 Anorexia Nervosa: 15 Bulimia Nervosa:
9 Mar. 15	VC experiences: Termination Life stressors		16. 17. 18.
10 Mar. 22	VC experiences Posters Presentations		
11 Mar. 29	VC experiences Posters Presentations		
12 Apr. 5 Last class	VC experiences Posters Presentations		

***Make sure you have received enough feedback on your performance prior to the last date to drop the course without receiving a grade (check “important dates” on previous pages).**