

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

Mondays 6 PM/ Online via Zoom

Fall-Winter 2021-2022

This academic year, PSYC 4460A will be an experiential learning **synchronous** seminar on Zoom starting at 6 PM on Mondays.

Instructor: Dr. Ehud E. Avitzur

Email	eavitzur@yorku.ca	***
Office Hours	Every Zoom Class, during Q&A	

***Please note: Specify PSYC4460A in the subject line of your email. Emails without such a subject line are regarded spam and deleted. No need to write to the professor if you cannot make it to class. Emails are read and answered only on **Monday and Thursday** around **noon**.

T.A. Virtual Child Facilitator and advisor: **Samantha Roberts, MA.**

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

Experiential learning:

While in past years the experiential learning included mentoring a real child, last two years, 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 real life examples that students may contribute to class.

The synchronous (live Zoom meeting) part of the seminar is mainly devoted to class discussions. Our classes often begin with a virtual “getting together”, quizzes on readings in the textbook and/or course kit. Discussions will take place in the general assembly of the whole group and in randomly assigned breakout rooms.

In the first few months of the course, the synchronous part will also include short lectures addressing important theoretical issues **beyond** the readings. Later in the year the seminar will include students’ presentations, followed by discussions. *Please note that we will **not** go through the readings during class.*

To counter a natural “Zoom Fatigue”, we will have many breaks during classes. We will also get together in small groups to provide social experience even when remote. At the end of most classes there will be a Q&A and office-hour period to regularly address students’ questions and concerns.

The asynchronous part will encompass experiential learning VC forum, VC discussions, and sometimes multi-media activities, mainly videos.

In many (synchronous) seminar classes videos will be the basis for our discussions. On some occasions students should watch the assigned videos asynchronously before class, so we are able to conduct a meaningful seminar discussion. When asynchronous videos are an essential part of class, the synchronous seminar (the live Zoom meeting) will be shorter than three hours. Once again: Asynchronous assignments should be completed before the live Zoom meeting.

To be successful in the course, it is *necessary* that students complete asynchronous assignments AND attend fully the live Zoom Seminars.

Internet, computer, microphone, video camera and lighting

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. In order to have a good picture of yourself, please sit by your desk with light source in front/ above/beside you. You may try various light source positions to optimize the picture. Please avoid light source directly behind you.

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. ***Please have the Zoom link copied in a separate file/note, so if eClass fails, you can still access our meeting.***

Grades: e-Class includes a gradebook in which you can check your grades throughout the year. The weighted final grade will be calculated only at the end of the course and will not be shown in 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.

My Virtual Child (“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.

Note: *Most Fall classes do not follow the textbook.*

Course Learning Outcomes

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

1. Demonstrate in-depth knowledge of atypical development.
2. Critically evaluate, synthesize and resolve conflicting results.
3. Articulate trends in atypical development.
4. Locate research articles and show critical thinking about research findings in atypical development.
5. Express knowledge about atypical development in written form.
6. Engage in evidence-based dialogue with course director and peers.
7. 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, 4th Edition, Vicky Phares, 2020, 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
Quizzes	Almost every class	20%
Constructive participation in our seminar class	Every class	20%
Weekly after-class Journals	After every class, deadline: Next day at 2PM (with no exceptions)	10%
An academic project: A tentative outline of a presentation including annotated bibliography (in teams)	Class #7	1%
An academic project: Presentation and a handout (in teams)	Fall: Classes 11-12 Winter: Classes 1-9	19%
My Virtual Child – Weekly Group Discussion	Weekly. See e-Class.	20%
My Virtual Child – Case Poster	Winter: Last four classes	10%
Total		100%

Description of Assignments

1) **Quizzes.** In order to encourage student engagement with required readings, many seminar classes include **Quizzes** that will assess student knowledge based on the assigned readings. 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. **During quizzes, having yourself visible through live video is mandatory.**

2) **Constructive Participation in our seminar class.** 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. This will be accumulated to up to the mentioned above weight in the final grade.

3) **Weekly after-class Journals.**

At the end of every class by 2PM of the next day (no exceptions), the student should write a short (300-500 words long) journal, describing their insights and gain knowledge in developmental psychology on that day. To be considered "satisfactory", a journal should include at least one abstract insight and one concrete application of it (i.e., an example). A satisfactory journal will be granted "1" indicating an increased knowledge and application of atypical developmental and will contribute to accumulating the above-mentioned weight in your final grade. Make sure to write your journal in the right entry. Journals written in the wrong entry (i.e., a different class/week) will not be credited. Journals written late, will not be credited.

4) **An Academic Project**

This project is a literature review assignment.

Three parts: A Tentative Outline including an annotative bibliography, An Academic Presentation, and a Hand-Out. The project will be on either a specific childhood disorder or on a potentially pathogenic life situation:

Topics (a specific childhood disorder or a potentially pathogenic life situation):

Topics (such as ADHD, can be some of the most prevalent childhood disorders (check a detailed list in 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 research 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 in your literature review.

Your presentation should include methodological aspects (how the studies were performed) and demonstrate a meaningful critical thinking about the research and its methodology, as well as its conceptualization. To focus on good research, use **high impact journals** only, whenever possible.

Before the presentation the presenters will upload on e-Class a handout, a one-page summary of the presentation for the class. The summary will be written in accordance with the APA standards (a title, a short introduction, a body, and a conclusion) 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**. Presenters may lose points for a shorter or longer presentation.

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/~genzuek/APA_Format_Annotated_Bibliography.pdf). The presenters will present their tentative plan for the academic presentation in front of the class. The outline-presentation and the tentative written outline will be graded on a 1-3 scale (below expectation, meets expectation, above expectation), according to manifested effort in reading and thinking beyond the text. 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 – 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). 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.

Teamwork

Many research projects in psychology are products of joint efforts of colleagues. In this course, presentations and handouts may be performed as a joint effort of a few students, depending on the number of students in the class. *The professor may sometime notice gaps in the quality of research and presentation among team members and may grade them differently.*

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 2021-22](#)

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2021-22 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 23
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 5	Oct. 26	Feb. 7
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 12	Feb. 11	18-Mar
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 13 - Dec. 7	Feb. 12 - April 10	March 19 - April 10

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](#)

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

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 **4460A** 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](#).

Seminar's Tentative Schedule

FALL TERM

Lesson #	Topic	Assignments	Assignment/presentations
1 Sep. 13	1. Introduction to the seminar		
2 Sep. 20	Ms. Samantha Roberts, TA Presents the Virtual Child Project		
3 Sep. 27	1. Basic concepts in psychopathology 2. Principle of OD		
4 Oct. 4	TA's presentation on Experiential Learning: VC 1. Bronfenbrenner 2. Pathogenic <u>biological</u> factors: Heredity, biophysical individuality, temperament.	Chapter 1	A quiz on THIRD class material, and on chapter 1
Oct. 11	No Class: Thanksgiving		
5 Oct. 18	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. 25	Pathogenic Experiences: 1. M. Mahler 2. Discussion on a video	Chapter 3 On Mahler from the course kit A video on Erikson's eight stages	A quiz on readings
7 Nov. 1	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. 8	Outline presentations		
9 Nov. 15	Risk factors Discussion on the video	Chapters 5	A quiz on readings
10 Nov. 22	Protective factors Discussion on the video	Chapter 6	A quiz on reading
11 Nov. 29	Depression Discussion on the video	Chapter 7	A quiz on reading Depression: 1. Unipolar:
12 Dec. 6	Depression Discussion on the video	Chapter 7	2 Bipolar:

WINTER TERM

Lesson#	Topic	Assignments	Assignment/presentations
1 Jan. 10	Anxiety A discussion on the video	Chapter 8	A quiz on reading 3 GAD: 4 Phobia (not incl Social):
2 Jan. 17	A discussion on the video Social anxiety		5 Social anxiety:
3 Jan. 24	OCD PTSD		6 OCD: 7 PTSD:
4 Jan. 31	ADHD A discussion about the video	Chapter 9	A quiz on reading 8 ADHD: Learning Disabilities- 9 Dyslexia:
5 Feb. 7	Conduct Disorder Oppositional Defiant Dis. A video: Discussion	Chapter 10	A quiz on reading 10 CD: 11 ODD : Feb. 11 Last Day to Drop w/o a grade
6 Feb. 14	Alcohol and Substance Disorders A short tutorial: Effective poster presentation	Chapter 11	A quiz on reading 12 substance use disorders:
Feb. 21*	No class: Family Day		
7 Feb. 28	Autism and Schizophrenia A discussion about the video	Chapter 12 Watch a video	A quiz on reading 13 Autism: 14 Prodromal Schizophrenia:
8 Mar. 7	Eating disorders A discussion about the video	Chapter 14 Watch a video	A quiz on reading 15 Anorexia Nervosa: 16 Bulimia Nervosa:
9 Mar. 14	Life stressors		17. TBA: 18. TBA: 19. TBA:
10 Mar. 21	Posters Presentations		
11 Mar. 28	Posters Presentations		
12 Apr. 4 Last class	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).**