

**Faculty of Health
Department of Psychology
PSYC 4460 6.0 section B: ATYPICAL DEVELOPMENT
Thursday at 11:30 AM VH 1154
F-W 2023-24**

Please read this outline very carefully: it contains much information about our course and how to make the best of it. Read it again before working on any major assignment. If you have any question, please ask the instructor during class, so that other students would benefit from your question.

This outline contains some redundancies that aim to emphasize important issues.

This course is an *experiential learning* course which involves a mandatory 16 weeks of mentoring a child.

The first semester is devoted to core concepts and theories of development, from a perspective of *psychopathology and resilience*; the second semester is devoted to *childhood and adolescence psychopathology*. During the first semester, class is guided by the course director. During the second semester, class is guided by students who will be presenting their academic projects.

In both semesters we will focus on the application of theory and psychological knowledge in real life, through analysis of cases, and analysis of the students' experiences with their mentees.

Further details about the structure of the course are listed below, under [course description](#).

Instructor

Ehud E. Avitzur, Ph.D., C. Psych

Email: eavitzur@yorku.ca. **Emails are read and answered on Wednesdays and Sundays only.**

Make sure to write **"4460 B"** in the subject line. E-mail without such a subject line would be considered "a spam".

Office Hour: By appointment: usually before the beginning of class, or virtually on Wednesday mornings.

Teaching Assistant and Community Learning (CSL) Coordinator:

Gillian Shoychet

Email: gshoyche@yorku.ca

Office hours: By appointment (virtual)

Course Prerequisite(s):

Course prerequisites are strictly enforced.

- HH/PSYC 1010 6.00 (Introduction to Psychology)
- 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: [eClass](#)

All course materials (excluding textbook and course kit) will be available on the course eClass, unless otherwise indicated by the instructor. The site will be your central access point for course materials.

Course Description

Experiential Learning:

PSYC 4460 is an experiential education (EE) course – it provides students with the opportunity to blend theory and course work with concrete experience. The EE component of this course is described as Community Service-Learning (CSL). Community Service-Learning is a form of experiential education that takes students into the community and gives them the opportunity to apply their developing knowledge and skills, while addressing community-identified needs. Community Service-Learning opportunities must be mutually beneficial – the activities must benefit students' learning as well as the community.

In PSYC 4460, CSL involves volunteering as a mentor to an elementary or middle-school pupil, in one of several local public schools that are partnering with our program. Students will be expected to assist one child as prescribed by school staff for a half day once per week, for 16 weeks, approximately from October to March. Students are strictly educational mentors and will participate in activities only as directed by the classroom teacher or principal (i.e., homework help, assistance with a project, and participation in schoolyard games).

This CSL activity is designed to give students the experience of mentoring one child, and studying his/her environment in depth, then relating this to theories and applications discussed in class. Students deepen their understanding of class content by reflecting on their experience with the child and with the school system.

In-Class:

In addition to the CSL, in-class experiential learning will be achieved by discussing case studies and by an independent literature research on psychopathology.

In both semesters, active involvement of students in discussion is important. These discussions make the class a true academic seminar. For most classes, students are required to read chapters from a textbook and course kit, and will be tested on the reading material. In-class quizzes will be written on the e-class platform; therefore, it is recommended that students have operational suitable equipment (such as a laptop or a smart phone).

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 mentee.

Active involvement of students in constructive class discussions is a major component of this seminar class.

During the first ten classes in the fall semester, we will explore some of the core concepts in psychopathology, and some developmental theories and their contributions to psychopathology and resilience. The last class in the fall semester and the first class 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 students' experience with their mentee.

During 16 weeks of CSL, classes will end one hour earlier than in other weeks.

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

Program 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 further develop 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 mentorship of an elementary-school student and analysis of case studies in videos. Students will demonstrate an 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, Community Service-Learning professionals, and with the Course Director, in both written and oral formats (e.g., behavioural observations, 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: Autonomy and Professional Capacity

Students will demonstrate knowledge of professional responsibilities in interactions with children and adolescents (e.g., Vulnerable Sector Check – see Additional Information; relationship awareness; professional boundaries, duty to report).

Ground rules:

- If you or someone in your household is sick – please stay at home, as a public health measure. Please note, when sick, you may write your quiz at home.
- Cellphones and tablets will only be used in class for educational purposes. Empirical research shows that multi-tasking impairs the quality of performance.
- Be on time.
- In a seminar class, we are a team working together. If you must leave class before it ends, let us know.

Required Text

1. *Understanding Abnormal Child Psychology*, 4th Edition, Vicky Phares, 2020, Wiley.
2. A short course kit.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Quizzes	Almost every class	25%
Constructive participation in our seminar class	Every class	10%
An academic project: A tentative outline of a presentation including annotated bibliography (individually or in teams)	Classes 7–8	3%
An academic project: Presentation (20%) and an abstract (17%) (individually)	Fall: Classes 11–12 Winter: Classes 1–9	37%
Weekly mentoring report	Weekly, during 16 weeks of CSL.	10%
My mentee – Case Poster (Eligible for students who completed 16 weeks of CSL)	Winter: Last four classes	15%
Total		100%

Description of Assignments

Please note: All assignments' rubrics will be available on e-class.

1) Quizzes. To encourage students' 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. Due to public-health considerations, students who should stay at home will write the quiz using the e-class platform. No make-up for missed quizzes will be offered for any reason.

2) Constructive Participation in our seminar class. Students who attend and participate in seminars tend to get more out of the course, learning from the classmates and from direct interactions with the Course Director. Beginning on our second class, students' **meaningful** contributions are monitored and recorded. **Meaningful contributions** are those that promote and enhance the academic discussion, add insight, offer integration with knowledge of psychology, and include interesting and relevant life experiences.

3) An Academic Project

This project is an academic literature review on childhood/ adolescence psychopathology.

The project is focussed on either a specific childhood/adolescence disorder or on a potentially pathogenic life situation:

Three parts: a tentative outline (a pitch) including an annotative bibliography; an academic **30-minute** presentation; and a written abstract.

Tentative outline of the presentation (pitch): One double-space printed page of the rough draft of your presentation's outline + annotated bibliography (What is an 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 briefly (5 minutes) 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.

The tentative outline should be based on at least seven bibliographical items. Preferably from *high-impact* journals or reputable books.

It is expected that the actual presentation will NOT follow exactly the tentative outline: your project evolves as you learn more about the subject matter. You may also choose to focus on a sub issue within the general scope addressed in your tentative outline.

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 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 research papers should be included in your literature review.

Your presentation should include methodological aspects (i.e., how the studies were performed) and demonstrate 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.

Your presentation should also integrate relevant **theoretical models** discussed in our seminar, as well as theories learned in other classes or independently.

The expected time frame for the presentation is **about 30 minutes (+/- 2)**. Presenters may lose points for a shorter or longer presentation.

Please consult with the following link to improve your presentation:

<https://eavitzur.info.yorku.ca/class-presentation/>

Presentation Abstract:

Before class, the presenters will upload to e-Class an abstract of the presentation, about a one-page summary of the presentation for the class. The summary will be written in accordance with APA standards (a title, a short introduction, a body, and a conclusion). The summary should shortly describe the issues presented, their significance, and will emphasise the presentation's conclusions. The abstract should include an APA bibliography at any length.

Although short, this abstract has a significant weight in your grade: make sure that you devote appropriate time, thoughtfulness, and effort to it.

Criteria of presentation evaluation:

Please make sure that each of the following criteria are understood.

A good structure; ability to describe the topic as complex, multi-faceted psychological phenomenon; bringing to class information and ideas beyond the text; critical analysis of primary research; 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: as an academic presentation it should not include more than a three-minute video, long class entertaining activities, etc.

How to give an academic presentation: please consult with <https://eavitzur.info.yorku.ca/class-presentation/>

A post-presentation class discussion is not the responsibility of the presenter.

Teamwork

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

4) My Virtual Child – Weekly mentoring report

This section will be described by the TA.

5) My Mentee – A Case Poster

A ten-minute presentation.

Using an academic poster format (templates will be provided), you will analyze your experience with your mentee using theory and research from course material (e.g., at multiple levels of analysis (biological, cognitive, sociocultural); 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 and respond to questions. Posters will be graded for accuracy and completeness of information, visual appeal and creativity, and the actual delivery (e.g., clear speaking, easy to follow, appropriate eye contact with the audience).

Class Format and Attendance Policy

As mentioned before, a main feature of a seminar class is academic discussion. Students and the professor sit in a space that invites and facilitates such a discussion. Attendance and meaningful contributions are monitored.

Nevertheless, as mentioned before, students who cannot attend class, cannot contribute to it. Due to COVID-19, students are encouraged to stay at home when sick, or when someone in the household is sick. Therefore, this year the contribution's weight in the final grade is a quarter of what it was in previous years.

Missed Tests/Midterm Exams/Late Assignments

For any late assignment, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19, an Attending Physician's Statement (APS) is not required; however, a reason for missing an evaluation component in the course must be provided.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for late assignment.

Missed quizzes: there will be many quizzes during the year, and the lowest two are not included in the final grade. When for health reasons you cannot attend class, you may write the quiz at home, through e-class. *There are no makeup quizzes for any reason.*

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2023-24 Important Dates](#)

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.

Electronic Device Policy

As mentioned before, electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorized source during an examination.

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

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 4460 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](#).

Assignment Submission

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment.

Lateness Penalty

Assignments received later than the due date will be penalized, one half letter grade (1 grade point) per day that assignment is late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).

Unauthorized late submission of work results in a lower letter grade/day.

Course's Tentative Schedule:

FALL TERM			
Lesson #	Topic	Reading assignment	Assignment/presentations
1) Sep. 7	1. Introduction to the seminar		
2) Sep. 14	1. Basic concepts in psychopathology 2. Principle of OD		
3) Sep. 21	1. Bronfenbrenner. 2. Pathogenic <u>biological factors</u> : Heredity, biophysical individuality, temperament.	Chapter 1	A quiz on material from the first and second classes, and on chapter 1
4) Sep. 28	TA's presentation on Experiential Learning		
5) Oct. 5	1. Pathogenic <u>experiences</u> : S. Freud 2. Logistics: Planning for winter term's presentations	Chapter 2 Freud from the course kit	A quiz on reading

Lesson #	Topic	Reading assignment	Assignment/presentations
6) Oct. 19	Pathogenic Experiences: M. Mahler A video on Erikson	Chapter 3	A quiz on readings
7) Oct. 26	Pathogenic Experiences: H. Kohut Learning Presentations' Outline pitches	Chapter 4 On Kohut from the course kit	A quiz on readings Each student presents 5 minutes. Upload the outline and an annotated bibliography.
8) Nov. 2	Presentations' Outline pitches (cont.)		
9) Nov. 9	Risk factors A video part 1	Chapter 5	A quiz on readings
10) Nov. 16	Protective factors A video part 2	Chapter 6	A quiz on reading
11) Nov. 23	Depression A video	Chapter 7	A quiz on reading Depression: Unipolar Bipolar
12) Nov. 30	Anxiety A video	Chapter 8	A quiz on reading GAD:

			Phobia:
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WINTER TERM			
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Lesson #	Topic	Reading assignment	Assignment/presentations
1) Jan. 11	Social anxiety OCD		Social anxiety: OCD:
2) Jan. 18	PTSD		War-related PTSD: Abuse-related PTSD:
3) Jan. 25	ADHD Learning disabilities	Chapter 9	A quiz on reading ADHD: Learning Disabilities:
4) Feb. 1*	Conduct Disorder Oppositional Defiant Dis. A video	Chapter 10	A quiz on reading CD: ODD :
5) Feb. 8	Alcohol and Substance A short tutorial: Effective poster presentation	Chapter 11	A quiz on reading Alcohol and psychopathology: Marijuana and psychopathology:
6) Feb. 15	Autism and Schizophrenia A video	Chapter 12	A quiz on reading Autism: Prodromal Schizophrenia:

Lesson #	Topic	Reading assignment	Assignment/presentations
7) Feb. 29	Eating disorders A video	Chapter 14	A quiz on reading Anorexia Nervosa: Bulimia Nervosa:
8) Mar. 7	Life stressors		1. 2. 3.
9) Mar. 14	TBA		
10) Mar. 21	Poster presentations		First third of students
11) Mar. 28	Poster presentations		Second third of students
12) April 4 (last class)	Poster presentations		Last third of students

***Make sure you have received enough feedback on your performance prior to the last date (February 8, 2024) to drop the course without receiving a grade.**

Last date to submit academic work: April 8th, 2024