

**4460C ATYPICAL DEVELOPMENT**  
**2014-15**

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**Prerequisites:** PSYC 2110 3.0. Students must be in an Honours program in Psychology have completed 14 university courses or 84 credits (excluding Education courses). These courses must include PSYC. 1010 6.0 (achieving a minimum grade of C), PSYC 2020 3.0 or 2021 3.0 and PSYC 2030 3.0. In addition, students must have taken Developmental Psychology, Personality, and Abnormal Psychology. None of these prerequisites will be waived.

**General Course 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. (2015). Abnormal Child Psychology (6<sup>th</sup> 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. Note: Attendance is considered part of 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  
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. 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. 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. Another general guide to written assignments, one which has been developed at York, is: <<http://www.yorku.ca/spark/index.html>>. .

**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/](http://www.yorku.ca/tutorial/academic_integrity/)>. Another excellent guide to identifying and avoiding various kinds of plagiarism, one which includes lots of examples for students to work through, has been developed at the Indiana University School of Education: <<https://www.indiana.edu/~istd/>>.

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 10	Week 1	Abnormal Psychology of Childhood: A historical Introduction to the field. Ch. 1 Discussion of Practicum (1 <sup>st</sup> of 2)
September 17	Week 2	Historical introduction (cont.) Developmental Disorders: Models of Development and Biological Influences: Genetics, Prenatal and Neurobiological Influences. Text: Ch. 2 Discussion of Practicum (2 of 2)
September 24	Week 3	Biological Influences: Genetics, Prenatal Influences (cont.)

October 1	Week 4	Psychological and Psychosocial Influences Text. Ch. 2
October 8	Week 5	Some Comments on Research. Text, Ch. 3
October 15	Week 6	Guest Lecture on Autism (Dr. Adrienne Perry) Text: Ch. 6
October 22	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
November 5	Week 8	Anxiety Disorders Text. Ch.11.
November 12	Week 9	Anxiety Disorders (cont.)
November 19	Week 10	Mood Disorders Text Ch.10. <a href="#">Paper outline due</a>
November 25	Week 11	Mood Disorders (cont.)
December 3	Week 12	Test
January 7	Week 13	ADHD Text: Ch 8
January 14	Week 14	Conduct Problems Text: Ch. 9
January 21	Week15	Intellectual Disabilities/Communication and Learning Disorders Text: Chs. 5 & 7
January 28	Week 16	Trauma and Stress Related Disorders Text: Ch. 12 <a href="#">Paper due</a>
February 4	Week 17	Health Related and Substance Use Disorders <a href="#">Last date to drop course without receiving a grade Feb. 6</a>
February 11	Week 18	Student Presentations
February 25	Week 19	Student Presentations
March 4	Week 20	Student Presentations
March 11	Week 21	Student Presentations
March 18	Week 22	Student Presentations <a href="#">Case studies due</a>
March 25	Week 23	Student Presentations
April 1	Week 24	<a href="#">Test</a>

