

YORK UNIVERSITY

HH/PSYC 4460 6.0B—FALL/WINTER 2014-2015

ATYPICAL DEVELOPMENT

Course Director: Dr. Lorne Sugar
Office and Office Hours: Monday—6:00pm – 6:45pm 277 BSB
Tuesday—7:30am – 8:15am 277 BSB
Thursday—7:30am – 8:15am 277 BSB
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Teaching Assistant Nicole Racine
Secretary: Ms. Agnes Levstik, Room 281 BSB
Secretary's Phone: (416) 736-5125

Lecture Time: Tuesdays—8:30am – 11:15am
Duration: September 9th, 2014 – March 31st, 2015
Location: Ross South Room 133

Course Description:

This course will examine mental health and illness in childhood and adolescence. Students will learn how to conduct a comprehensive assessment and then how to modify it to evaluate more specifically the presence or absence of various disorders of childhood and adolescence as well as common issues, difficulties, and strengths. Students will be introduced to and encouraged to think critically about some of the more prominent theories and treatment methods used to intervene when a child or adolescent is contending with mental health difficulties. There is a volunteer placement that is associated with this course that will allow students to apply what they learn.

Prerequisites:

- 1) Introduction to Psychology (PSYC 1010 6.0 or AK/PSYC 2410 6.0 [with a minimum grade of C]).
- 2) One of the following Statistical Methods courses: PSYC 2020 6.0; PSYC 2021 3.0; AK/PSYC 2510 3.0; or substitutes/equivalents.
- 3) Introduction to Research Methods (PSYC 2030 3.0)
- 4) Developmental Psychology (PSYC 2110 3.0)
- 5) Students must be in an Honours program in Psychology and have completed 84 credits (excluding education courses).

Required Text:

Mash, E. J. & Wolfe, D. A. (2014). Abnormal Child Psychology (6th Ed.). Belmont, CA: Wadsworth.

Evaluation:

- 1) Two In-Class Tests (multiple choice and short answer)
 - Test 1—25%
 - Test 2—20%
- 2) Group Presentation—20%
- 3) First Practicum Paper—10%
- 4) Second Practicum Paper—20%
- 5) Participation –5%
- 6) **Note—Although not marked, students are expected to submit weekly logs regarding the practicum experience to Nicole through Moodle.**

Final date to drop the course without receiving a grade is February 6th, 2015

Course Format:

This course will be seminar-based. Classes will be comprised of lectures, discussions, demonstrations, and films. It is anticipated that classes will be used to convey information and provoke respectful discussion and critical thinking of the concepts reviewed in the text and/or highlighted in class.

PLEASE NOTE: ** Although not a focus of this course or an expectation whatsoever, some students may disclose personal information during discussions. In addition, many students will potentially have differing points of view on any given topic. It is expected that regardless of the content of the information shared, students will treat one-another with the utmost respect and maintain confidentiality outside of class. Violating these expectations will not be tolerated. In the event of a violation, the offending student will lose participation marks and potentially be prevented from attending additional lectures prior to engaging in a discussion with the course director.

Tests:

The two in-class tests are non-cumulative. Both tests will include multiple choice questions based on the textbook and lectures as well as short answer questions based on lectures. Test #1 is worth slightly more because it will include slightly more material than Test #2.

First Practicum Paper:

As we will learn throughout this course, children and adolescents do not exist in isolation and instead, there is a bidirectional influence between the individual and their context, which includes (but is not limited to) their family, school, neighbourhood, and culture. Your task for this paper is to provide a description of the child or adolescent you are mentoring. You are expected to change personal details such as their name (e.g., if your child's name is Marley Jensen, you might choose to call her Victoria and omit a last name) and not identify their teacher's name, school, or address. You must rely on whatever information you might learn through the child's/adolescent's spontaneous disclosures or whatever the teacher or educational assistant might specify, but you are not to interview the child or adolescent directly. You must also include any behavioural observations that you believe to be relevant as well as greater detail regarding your interactions with the child/adolescent over the last couple of months.

This paper is purely descriptive and is meant to be an extension of what you have been providing Nicole in your weekly Moodle entries. Therefore, you are free to write in the first person and there is no need for any library research, referencing, or use of APA style. Your mark for this paper will be based on the details you include and the quality of your writing. Remember that there are campus resources that students can access for free if support with written expression is required, but the assumption is that by virtue of being a fourth year undergraduate student in an Honours program, students will be capable of expressing themselves appropriately through writing.

This paper must be double-spaced and no longer than five pages in length. Any material beyond the fifth page will not be read. Font size should be 12. The paper is due on **January 6th, 2015**.

Second Practicum Paper:

This paper is due on March 10th, 2015. Within the eight-page double-spaced limit students will use the course material as well as the background information from their first paper (and any additional material they may have learned since) to provide their formulation of the child/adolescent being mentored. Formulations are expected to be descriptive and students are free to incorporate any theoretical material they choose, but students must not apply diagnostic labels in their formulation (even though we will learn that this is routinely done in clinical settings). Therefore, it is permissible to describe your child as "sad" or your adolescent as "being demanding of attention and seductive in their behaviour", but not to label them with "Major Depressive Disorder" or "Histrionic Personality Disorder". Students are then expected to provide a treatment plan that follows from their formulation and describe how it might be implemented. **This paper is meant for the course instructor only, and the papers are not to be shared**

with the person being mentored, their parents, the child's/adolescent's teacher, or any other school personnel.

Oral Presentation:

Students will work in groups of three or four to deliver a presentation to the class that will be of a maximum duration of 60 minutes. Students will have the opportunity to choose their presentation topics and dates on **October 14th, 2014**. The course director must approve presentation topics. Marks will be earned based on the content and process of the presentation (15%) and how the presenters address appropriate questions asked by the class and the course director (5%). Students will inform the course director prior to the presentation as to whether they wish to be graded as a group or as individuals. Additional library research is expected and a reference list must be provided.

Late Assignments and Missed Tests/Presentation:

Students who submit their paper after class on the date the paper is due will lose two marks (out of 10) for the first practicum paper and four marks (out of 20) for the second practicum paper. Additional two and four mark deductions for the first and second papers respectively will be made for each day the paper is late following the due date. Papers sent by e-mail will not be accepted.

Students who miss a test must notify the course director prior to the test and will only be able to write a make-up test if they produce valid documentation to support their absence. Serious illnesses that are specified explicitly in a doctor's note, as well as accidents and family tragedies (for which proof must be produced) are the only acceptable justifications for missing a test. There is no guarantee that the make-up test will follow the same format as the original. The date, time, and off-site location of the make-up test will be chosen by the course director. There will only be one opportunity to write the make-up test.

Students cannot miss a presentation. If a student is absent on the day of his or her presentation, the other group members will be expected to complete the presentation and will be marked accordingly, while the absent student will receive a zero.

Academic Integrity and Support:

Students are expected to be aware of York's policies regarding academic honesty and integrity, accommodations for religious observance, and accommodations for students with disabilities. Students who require course-specific accommodations are strongly encouraged to speak privately with the course director as soon as possible. Be sure to peruse the York University website for university policies and related information.

Final Marks:

Numerical marks will be used throughout this class to evaluate performance. Once all evaluative components are completed, these numerical marks will be summed to produce a final mark for each student. This final mark will then be converted to a letter grade based on the following university conversion guidelines:

<u>Range of Marks</u>	<u>Letter Grade Equivalent</u>
90-100	A+
80-89	A
75-79	B+
70-74	B
65-69	C+
60-64	C
55-59	D+
50-54	D
40-50	E
39 and Below	F

Please note that there will be no "curving" in this class. Students will earn grades based solely on their performance. If students work hard and perform well, marks will be strong. If students do not work hard and performance suffers, marks will be weaker. Please also note that there will be no rounding to the next letter grade if a student falls on the cusp between letter grades. For example, a final mark of 74.2 will not be rounded to a 75. Students are also encouraged to remain mindful that final grades submitted by the course director to the university are considered "unofficial" grades. The university always has the option of making adjustments. For example, a student finishing the course with a final mark of 81.4 clearly falls within the A range, however university adjustments (if applied) could serve to maintain this mark in the A range or lower it to a B+. Another example might be that a student with a final mark of 78.9 may remain at a B+ or through university adjustments be lowered to a B or raised to an A. The course director's role ends once the unofficial grades are submitted. Please note that fourth year courses tend to be less susceptible to these grade adjustments in comparison to lower-level courses, but they are not exempt from such.

COURSE OUTLINE

<u>Date</u>	<u>Topic</u>	<u>Chapter</u>
September 9	Welcome, Introduction, and Practicum Info.	
September 16	Ethical Issues	1
September 23	Assessment Part 1—The Biopsychosocial Assessment	3
September 30	Assessment Part 2—Testing, Scoring, Interpretation, and Formulation	4
October 7	Cognitive Behavioural Formulation & Treatment Ethical Issues in the Practicum	2
October 14	Psychodynamic Formulation & Treatment Presentation Groups and Dates Assigned	
October 21	Lizzie—A Complex Assessment Case	
October 28	Intellectual Disabilities	5
November 4	Language Disorder and Specific Learning Disorder	7
November 11	Autistic Spectrum Disorder and Psychosis	6
November 18	Test 1—Chapters 1-7 and Lectures	
November 25	Attention-Deficit Hyperactivity Disorder	8
January 6	Oppositional Defiant Disorder and Conduct Disorder	9
January 13	Anxiety Disorders Paper #1 Due	11
January 20	Presentations 1 and 2	
January 27	Presentations 3 and 4	
February 3	Presentations 5 and 6	
February 10	Mood Disorders	10

COURSE OUTLINE CONT'D

February 17	Reading Week—No Class	
February 24	Attachment and Personality Disorders	12
March 3	Family Therapy	
March 10	The Berkman Family—Applications of Family Therapy Paper #2 Due	
March 17	Suicide and Risk Assessment	
March 24	Wrap-Up and Termination	
March 31	Test #2—Chapters 8-12 and Lectures	

Potential Topics for Presentations:

Presentation groups and topics will be assigned on October 14th, 2014. It is strongly recommended that you not miss this class! The order in which groups select their presentation topics and presentation dates will both be done by lottery to ensure fairness. What follows is a list of potential (but not exhaustive) topics:

- 1) Russell Barkley's theory of ADHD
- 2) Self-esteem in childhood or adolescence
- 3) Tourette's Disorder
- 4) PTSD in children or adolescents
- 5) ADHD or Conduct Disorder in girls
- 6) Gangs
- 7) Anorexia Nervosa or Bulimia Nervosa
- 8) Selective Mutism
- 9) Childhood Schizophrenia
- 10) Childhood Bipolar Disorder
- 11) Treatment for Learning Disabilities
- 12) Adolescent Sexuality
- 13) Medical illness and psychological consequences for children or adolescents
- 14) Working with specific cultural, racial, or sexual minority clients
- 15) Abuse and its consequences
- 16) Bullying or Victimization
- 17) Adolescent self-harm
- 18) Normative Adolescent Issues (e.g., Identity, Autonomy, Intimacy/Dating)
- 19) Any other topic that is approved by the course director

