

4460.06 ATYPICAL DEVELOPMENT Section B
Fall –Winter 2013-2014

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Class Time: Tuesday 8:30-11:30
Class Location: BSB 328

Prerequisites: PSYC 1010 6.00 or AK/PSYC 2410 6.00, with a minimum grade of C; PSYC 2030 3.00 or AK/PSYC 2530 3.00 or substitute; one of PSYC 2020 6.00, PSYC 2021 3.00, AK/PSYC 2510 3.00 or substitutes; PSYC 2110 3.00. Students must be in an Honours program in Psychology and have completed 84 credits (excluding education courses). No prerequisites will be waived.

General Description: In this course, we will consider the etiology and treatment of the most prevalent and common psychological disorders of childhood and adolescence. We will explore how disorders are defined and conceptualized, particularly within the framework of developmental psychopathology. We will also examine the role of context, namely family, peers, school and community, in shaping childhood and adolescent disorders. Please note there is an experiential component to the course. Students are required to complete a volunteer placement in a children's setting, such as schools or childhood agencies (See the practicum description below.)

Class Format & Activities: One 3-hour class per week. During the first term, the class will include lectures, discussion and student-led clinical case presentations. During the second term, in addition to these activities, students will be required to prepare and present a poster on their practicum placement experience.

Required Texts: 1) Childhood Disorders, Second Edition. Philip Kendall & Jonathan Comer
2) Child and Adolescent Psychopathology: A Casebook. Linda Wilmschurst

Additional Readings may be assigned in class.

Course Management: This course uses Moodle@York, a Course Management System. To access Moodle, please login at <http://moodle@yorku.ca> using your Passport York username and password. Access the course website by clicking on MY COURSES. Course readings, announcements, handouts, and timetable will be posted on Moodle. You can contact UIT Client Services at ext. 55800 or by email at ihelp@yorku.ca

Final date to drop the course without receiving a grade is February 14, 2014.

Learning Outcomes:

1. Learn the most prevalent forms of child and adolescent psychopathology
2. Learn the etiology of psychopathology from different theoretical perspectives
3. Learn about developmental psychopathology as a theoretical framework.
4. Learn about child behavior by observing and mentoring a child in the practicum
5. Learn to present information in oral and written forms, including presentations and posters

Course Requirements

Two in-class tests: one in November, one in March. 40%

Practicum Paper: The paper is due in January. 15%

Clinical Case Presentation: 15%

Practicum Poster: 25%

Bonus for Participation: 5%

From Percentage to Letter Grade

>90 = A+; 80-89 = A; 75-79 = B+; 70-74 = B; 65-69 = C+; 60-64 = C; 55-59 = D+; 50-54 = D
40-49 = E; 0-39 = F

In Class Tests: Tests will be based on the material covered in class as well as the text and assigned readings. Exams be cumulative and will include essay questions. Grading will be based on quality of writing as well as accuracy of content. Each test contributes 20% of the final grade.

Volunteer Practicum Placement. As noted above, students are required to complete a volunteer practicum placement one day (2 hours) a week for approximately 16 weeks, beginning in October and lasting into March. The practicum takes place in a child-oriented setting, such as a school classroom, and a child is assigned for mentoring to each university student. This experiential activity is intended to give students the experience of observing and interacting with a child in a structured setting. Interactions with the child are based on a mentoring model in which the student provides assistance and support with classroom tasks or expectation. Through these interactions, the placement provides an opportunity for developing skills for systematically observing children and developing a supportive mentoring relationship. It is also an opportunity to relate direct experience to theories studied in class.

Students may arrange their own volunteer placement, provided it is first approved by the instructor. While there is flexibility in choosing a placement, studying the child of friends or family members is not an option. Students also may participate in a course-organized practicum placement. The latter involves volunteering in one of several local public schools that are partnering with our course. There will be an information session led by the Teaching Assistant responsible for the practicum coordination in the second class of the year.

Students are required to write a brief (2-3 sentences) behaviour observation record after every time they meet with a child. The record must include 1) date and time; 2) what they did; and 3) any issues or concerns in their observations or interactions with the child. These records must be submitted every Sunday by midnight. These are not marked, but are a requirement of the course.

In addition, students will complete a behaviour observation record when they have been sick and unable to attend, as well as when their student is not at school.

The practicum placement is the basis for two course assignments, a paper and a poster (see below for more details). The central focus of these assignments is to provide a description of the child based on a systematic analysis of some aspect of the child's behavior. Students will select specific behaviors to observe and monitor. Identifying positive behaviors that can be selectively reinforced is also part of the assignment.

Please note: in order to participate in any volunteer activity involving children, you will be required to obtain a Police Check from your local community police department. The Teaching Assistant will assist with obtaining this. Please initiate this as quickly as possible as it may take several weeks to receive your clearance.

Practicum Paper: A five-page paper in which the student will provide: a description of their practicum setting and of their practicum child or mentee. You must also formulate 2 specific behaviorally-based goals for your placement. You will describe what behaviors you will observe, how you will chart and record them each week and what changes you expect to see over the course of the practicum. Please be certain to respect the confidentiality of your child by not using his/her name or revealing any identifying information (e.g. address). The paper is due February 4 (or TBA). It contributes 15% to the final grade.

Practicum Poster: Using an academic poster format (templates will be provided), you will summarize your experience in the practicum setting. In the poster you should 1) describe the setting, 2) provide information on the child, 3) describe the child's customary presentation, 4) outline your goals of your interaction with the child, 5) summarize in data form the information which you charted on a weekly basis, 6) discuss the child and the data with reference to course content. The posters will be presented in one of three classes at the end of the winter term. Students must be prepared to orally summarize their poster and respond to questions. Posters will be graded for accuracy and completeness of information, visual appeal and creativity, and oral presentation of the contents. The poster contributes 20% of the grade.

Case Presentation: Students will deliver an oral presentation during class of one of the cases in the Casebook (Wilmshurst text). The goal of the presentation is to lead the class in a discussion of the clinical case as described in the text. The cases are tied to specific disorders discussed in class and the presentation provides a case-based example of specific disorders. Students will prepare a PowerPoint presentation summarizing the information on the case, providing background information as relevant, connecting the information to relevant theory and leading the class in a discussion of the information. The presentation shall be graded two dimensions: the quality of the information in the presentation and the student's ability to engage the class by providing a lively presentation, responding to class questions and generating class discussion. Within the bounds of a formal presentation, creativity and innovation are encouraged. Selection of cases will occur during the class of September 24. 20% of grade

Class Participation. This is an advanced seminar course and students are expected to contribute to class discussions, both when the instructor is lecturing and when other students are presenting. Class attendance is important. To obtain a score of 5 points, sustained and respectful participation must be shown throughout the year, including the poster presentations.

Missed Tests or Late Assignments: In case of a test missed because of extreme illness or family tragedy, one make up test will be provided at a date to be determined by the course instructor. Please note that the make up test will not necessarily follow the same format as the original test. If the make-up test is missed, no others will be provided and the student will be assigned a grade of zero. Illnesses must be verified through a note from a physician or other licensed health professional, and must provide a date, contact information and specific reason for the missed test. Please notify the instructor by phone or e-mail before the scheduled examination.

Students will not be able to defer their clinical case presentation or their poster presentation. Smooth functioning of the course depends on each student's cooperation with the schedule. If a student is absent on the day of the presentation a grade of zero will be assigned.

Late submission of the practicum paper will be penalized. Students will lose 2 marks for each day that it is 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/academicintegrity/students.htm>. Please also refer to the Department of Psychology's and the Faculty of Health policies on academic dishonesty. These can be found on the following website: <http://www.psych.yorku.ca/cal/acadDishon.html>

Special needs and accommodations: please identify yourself to the instructor at the beginning of the class should you require any special accommodations.

Class Dates, Class Topics and Assigned Readings

Fall Term

September 10	Welcome and Course Overview	
September 17	Practicum Overview; Models of Childhood Disorders	Chapters 1, 2
September 24	Ethics in the Practicum; Developmental Psychopathology	Chapter 3
October 1	Models of Assessment, Classification and Treatment	Chapter 3
October 8	Behavior Analysis of Children	
October 15	Conduct Disorders	Chapter 4
October 22	Conduct Disorders Case Presentations	#5, #18, #21
October 29	ADHD Disorders	Chapter 5
November 5	ADHD Clinical case Presentations	#1, #5, #13
November 12	Anxiety Disorders	Chapter 6
November 19	Anxiety Disorders Case Presentations	#2, #8, #20
November 26	In-Class Test 1	
Dec 3	No Class: Student Day	
January 7	Depressive disorders	Chapter 7
January 14	Depressive Disorders Case Presentations	#9 #10 #11
January 21	Suicide and Self-Harm	Chapter 7
January 28	Suicide/Self-Harm Case Presentations	#15 #16 #19
February 4	Eating Disorders; Learning Disabilities Practicum Paper is due	Chapters 8, 9
February 11	Eating Disorders and LD Case Presentations	#6 #7 #17
February 18	No Class Reading Week	

February 25 Pervasive Developmental Disorder; Intellectual Disabilities Chapters 9, 10

March 4 PDD and MR Case Presentations #3 #4 #14

March 11 **In-Class Test 2**

March 18 Poster Session I

March 25 Poster Session II

April 1 Poster Session III