

**YORK UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
FACULTY OF HEALTH
PSYC 4460 6.0 – SECTION D
ATYPICAL DEVELOPMENT
FALL/WINTER 2013-2014**

Prerequisites: AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C; AK/AS/HH/SC/PSYC 2030 3.00 or AK/HH/PSYC 2530 3.00; one of AK/AS/HH/SC/PSYC 2021 3.00, AK/AS/HH/SC/PSYC 2020 6.00, AK/HH/PSYC 2510 3.00; AK/AS/HH/SC/PSYC 2110 3.00 or AK/HH/PSYC 3240 3.00. Students must be in an Honours program in Psychology and have completed 84 credits (excluding Education courses).

Course credit exclusions: GL/PSYC 3510 3.00.

Lecture Time: Thursdays 11:30 – 2:30 p.m.

Location: Vari Hall 1005

Course Director: Jean Varghese, Ph.D.

Office: 256 Behavioural Sciences Building

Office Hour: By appointment

E-mail: jeanmv@yorku.ca

Course Website: moodle.yorku.ca

Teaching Assistant & Practicum Coordinator: Nicole Racine, M.A.

Office: 2004 Sherman Health Science Centre

Office Hour: Wednesdays 9:00 – 10:00 a.m. (by appointment)

E-mail: psyc4460@yorku.ca

Phone: 416-884-7869 (for emergencies only)

Secretary: Agnes Levstik

Office: 281 Behavioural Sciences Building

E-mail: alevstik@yorku.ca

Phone: 416-736-5125

COURSE DESCRIPTION

In this course, we will examine issues pertaining to developmental psychopathology during childhood and adolescence. We will explore various psychological problems and disorders of childhood and adolescence, including an extensive examination of their nature, causes, and treatment within a developmental framework. We will discuss contemporary research and theories and examine current approaches to intervention and prevention. Developmental risks and protective factors will also be considered. As part of the course requirements, students must complete a volunteer (unpaid) placement in a children's setting, such as schools and childhood agencies.

COURSE TEXTBOOK

Parritz, R. B. & Troy, M. F. (2014). *Disorders of Childhood: Development and Psychopathology* (2nd Edition). CA: Wadsworth.

COURSE COMPONENTS

Participation (September – April): 10%
Fall Term Exam (December): 20%
Practicum Paper (February): 10%
Individual Presentation (February – March): 20%
Term Paper (April): 20%
Winter Term Exam (April): 20%

VOLUNTEER PRACTICUM PLACEMENT

Students are required to undertake a volunteer practicum activity one half-day (3 hours) a week, for approximately 16 weeks, **beginning in October and ending at the end of February**. This activity is designed to give students the experience of observing and interacting with a child in the context of a child-oriented setting. The placement provides an opportunity for developing skills for interacting with children. It is also an opportunity to relate direct experience to the material studied in class. For most students, the placement involves volunteering in one of several local public schools that are partnered with our program. The Teaching Assistant is responsible for the practicum coordination. It is also possible for students to 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 are required to maintain a journal in which they document their weekly contacts with their practicum child.

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

Workshops: All students are required to attend two mandatory workshops (**September 18 from 9:30-11:00 a.m. and September 25 from 9:30-11:00 a.m.**) during which time the practicum coordinator will provide students with all the necessary information regarding the practicum.

PRACTICUM PLACEMENT PAPER

All students are required to complete a five-page paper within which you will provide a description of your practicum setting, your practicum child, identify two personal strengths that you brought to the practicum activity, identify two challenges of your placement and how you met those challenges and finally, an overall summary of your experience. 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 on Thursday, February 6, 2014.**

CRITERIA FOR ALTERNATIVE PRACTICUM PLACEMENTS

- Must be a volunteer placement (a paid placement will not be accepted)
- Must be conducted in a child-focused setting (i.e. classroom, daycare, after school program, etc.)
- Children involved in the program must be school-aged
- You must be able to complete 3 hours per week at the same time working with the same child
- There must be a supervisor who is available to give directions and provide structure to the mentoring activity
- Presenting problems and concerns should be appropriate for students (i.e. involvement is in a mentoring capacity NOT clinical or counselling)
- The placement cannot involve working with a child that is a relative or child of a friend

INDIVIDUAL PRESENTATION AND PAPER

All students are required to complete a term paper. For your paper, you will apply knowledge about a specific disorder to design an intervention or prevention program.

First, identify a specific issue regarding a developmental disorder that needs to be addressed (e.g. some children with autism become victims of bullying). Present information from the literature on this topic to (1) show that this is in fact an issue that exists and (2) identify some underlying reasons for this issue (i.e. why are some children with autism bullied). Next, propose a program that will address this issue (come up with your own title for the program). Specify three components of this program. For each component that is proposed, you must provide empirical evidence that supports the inclusion of this component in your program (i.e. component A is included in the program because the literature has shown it to be important in the prevention of bullying in children with autism). You may use peer-reviewed journal articles and books for the paper. You must use at least five peer-reviewed journal articles in the paper. You must clear your topic with the course director via email or in person.

The paper must be in APA (American Psychological Association) format. This format is found in the *Publication Manual of the American Psychological Association*, 6th Edition (2009). The manual is available through the Reference Section at Scott Library. It is best to use the sample paper in the manual as a guide, especially for the title page, abstract and how references appear both in the text and in the reference section. Further information on presenting references appears in specific chapters of the APA manual. As you are not conducting an empirical study, your paper will not include the “Method”, “Results” or “Discussion” sections. The paper should be 8-10 pages (excluding title page, abstract and reference section). It should be double-spaced and typed. Secondary references should not be used – you should read the original articles/books and cite the original articles/books.

The term paper is due at the last class on **Thursday, April 3, 2014**. The paper is worth 20 marks. There will be a late penalty of 2 marks (out of 20) per day for papers handed in after the due date. Late papers should be handed in to Agnes Levstik or one of the secretaries along the same corridor as Agnes Levstik’s office (see page 1 of course outline for location), where they will be stamped with the date of receipt. It is **your** responsibility to ensure that your paper receives the date of receipt.

All students are also required to complete an individual presentation. The presentation is a summary of your paper. It will allow you to formulate a framework for your paper as well as receive feedback that can be incorporated into the paper. Each student will have a total of 40 minutes (30

minutes presentation and 10 minutes discussion). Presentations are to be delivered using Microsoft Powerpoint. Please include a reference section at the end of the presentation. On the day of your presentation, you are required to hand in a hard copy of the presentation (1 slide per page). I will meet with each presenter after class to provide feedback that can be used for the paper. **Presentations will take place in February and March, 2014.**

Presentations will be graded on a number of factors:

- a) organization: material is presented in a logical and interesting sequence that others can easily follow
- b) subject knowledge/understanding: presenter demonstrates thorough understanding of the topic in terms of how the material is presented, ability to critically evaluate material presented and in the ability to answer class questions with explanations and elaborations
- c) thinking/inquiry: uses critical and creative thinking processes with a high degree of effectiveness
- d) application: makes clear connections between literature and real-life settings
- e) visual aid: Powerpoint slides are clear with the right amount of information and any graphics used should serve to reinforce slide text
- f) grammar & spelling: slides are devoid of spelling mistakes or grammatical errors
- g) eye contact: presenter maintains eye contact with audience
- h) enthusiasm: demonstrates a strong interest in topic
- i) elocution: presenter speaks with a clear voice and correct, precise pronunciation; moves at a good pace and pauses to emphasize important points
- j) active engagement: comes prepared to engage discussion

EXAMS

The exams will consist of 60 multiple choice questions and 8 short answer questions. The exams will be noncumulative and cover material from the lecture slides, assigned readings and class discussions. **The exams will be held in December, 2013 and April, 2014.**

MISSED EXAMS

Make-up exams will be allowed with appropriate documentation. Students who miss an exam must contact **the course director** by email within 48 hours of the original exam. If you cannot contact the course director during this 48-hour period, subsequent documentation accounting for the delay **must** be provided. Exams missed due to medical circumstances must be supported by an attending physician's statement or a statement by a psychologist or counselor. The physician's statement **must** include the following:

- i. full name, mailing address, telephone number of the physician,
- ii. state the nature of the illness and its duration (i.e., specific dates covered), and
- iii. an indication of whether the illness and/or medication prescribed would have SERIOUSLY affected the student's ability to study and perform over the period in question.

NOTE: the physician's office may be contacted to verify that the forms were completed by the physician.

Exams missed due to non-medical circumstances must be supported by appropriate documentation, i.e., death certificates, obituary notice, automobile accident reports, airline/bus ticket/receipt for emergency travel (with date of booking on ticket), etc. Airline/train/bus ticket/receipts for emergency travel must indicate destination, departure, and return dates. **Having to work at the time of an exam is not considered a valid excuse for missing the exam.** A conflict with another course during the time of the make-up is not an acceptable reason for missing the make-up (unless there is an examination in the other course at that time for which you will be required to provide proof). You should be aware that if you miss the make-up exams as scheduled, you may not have the requisite 30% feedback on your course work to determine whether or not you need to drop the course. Therefore, it is in your best interest to write the exams as scheduled by the course director.

IMPORTANT NOTE: Only extremely unusual circumstances would warrant a second chance at a make-up. Permission from the **course director** is required before a second make-up can be scheduled. If you are granted a second chance at a make-up exam and do not write the exam, there will be absolutely no further opportunity to write the exam.

CHEATING/PLAGIARISM/IMPERSONATION

The University does not look favorably on cheating of any kind and the penalties for doing so are very harsh. Become familiar with the rules and regulations regarding cheating/plagiarism. You can find them listed on pages 6 – 7 of the *Undergraduate Psychology Supplemental Calendar*. Comprehensive information on academic integrity is available at <http://www.yorku.ca/academicintegrity/students/index.htm>. The senate policies, procedures and regulations regarding academic honesty can be found at <http://www.yorku.ca/secretariat/policies/document.php?document=69>.

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage - http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm (see Reports, Initiatives, Documents -> Student Information Sheet)

You will find information on the following:

- Senate Policy on Academic Honesty and Academic Integrity
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Religious observance accommodation

COURSE DROP DEADLINE

The last day to drop this course without receiving a grade is **Friday, February 14, 2014.**

COURSE COMMUNICATION

Please use your York email address when communicating with the course director or T.A. as messages from other addresses may not always be received and it is **your** responsibility to ensure we receive your messages. Please indicate the course code and section in the subject line of the message and include your full name in the body of the message. Please follow appropriate email etiquette (include a formal greeting and sign with your full name).

COURSE SCHEDULE

DATE	REQUIRED READINGS
Thursday, September 12	Chapter 1: Introduction
Thursday, September 19	Chapter 2: Models of Child Development, Psychopathology and Treatment
Thursday, September 26	Chapter 3: Principles and Practices of Developmental Psychopathology
Thursday, October 3	Chapter 4: Classification, Assessment, Diagnosis and Intervention
Thursday, October 10	Chapter 5: Disorders of Early Development
Thursday, October 17	Chapter 6: Disorders of Attachment
Thursday, October 24	Chapter 7: Intellectual Developmental Disorder and Learning Disorders
Thursday, October 31	Co-curricular week – No class
Thursday, November 7	Chapter 8: Autism Spectrum Disorder
Thursday, November 14	Chapter 9: Attention Deficit/Hyperactivity Disorder
Thursday, November 21	Chapter 10: Oppositional Defiant Disorder and Conduct Disorder
Thursday, November 28	Study day – No class
Thursday, December 5	Fall Term Exam (20%)

Thursday, January 9	Chapter 11: Anxiety Disorders, Obsessive-Compulsive Disorder and Somatic Symptom Disorders
Thursday, January 16	Chapter 12: Mood Disorder and Suicidality
Thursday, January 23	Chapter 13: Maltreatment and Trauma- and Stressor-Related Disorders
Thursday, January 30	Chapter 14: Substance Use and Addictive Disorders
Thursday, February 6	Chapter 15: Eating Disorders Practicum paper due (10%)
Thursday, February 13	Presentations (Topics: Disorders of Early Development or Disorders of Attachment)
Course Drop Date	<i>The last date to drop the course without academic penalty is Friday, February 14, 2014</i>
Thursday, February 20	Reading Week - No class
Thursday, February 27	Presentations (Topic: Autism Spectrum Disorders)
Thursday, March 6	Presentations (Topics: Attention-Deficit/Hyperactivity Disorder or Conduct Disorders)
Thursday, March 13	Presentations (Topics: Communication and Learning Disorders or Intellectual Disability)
Thursday, March 20	Presentations (Topics: Anxiety Disorders or Mood Disorders)
Thursday, March 27	Presentations (Topics: Health-Related and Substance Abuse Disorders or Eating Disorders)
Thursday, April 3	Presentations (Topics: Child Maltreatment) Term paper due (20%)
Exam Period	Winter term exam (20%)

GRADE CONVERSION TABLE

FROM PERCENTAGE	TO LETTER GRADE
90 - 100	A+
80 - 89	A
75 - 79	B+
70 - 74	B
65 - 69	C+
60 - 64	C
55 - 59	D+
50 - 54	D
Marginally below 50%	E
Below 50%	F

For a full description of York University's grading system, please see the York University Undergraduate Calendar (<http://calendars.registrar.yorku.ca>).