

**Faculty of Health**  
**Department of Psychology; Fall/Winter 2016-17**  
**ATYPICAL DEVELOPMENT - PSYC 4460 Section A**  
**Class Meets Mondays 7:00-10:00pm in VH3006**

---

**Instructor Information**

Instructor: Dr Laurie McNelles  
Phone: 647-640-8438  
Office Hours: By Appointment  
Email: [mcnelles@yorku.ca](mailto:mcnelles@yorku.ca)

**TA Information**

Teaching Assistant: Kyla Baird  
Office: BSB268  
Office Hours: By Appointment  
Email: [bairdka@yorku.ca](mailto:bairdka@yorku.ca)

**Course Prerequisite(s): Course prerequisites are strictly enforced.**

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- 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 (excluding (EDUC) education courses)

**Course website:** [Moodle](#)

**Course Description**

PSYC4460 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.

The experiential education component in PSYC4460 involves volunteering as a

mentor to an elementary or middle-school student, in one of the 5 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 through various written assignments. Students deepen their understanding by reflecting on their experience and their learning. CSL is also designed to meet the needs identified by the community partner (in this case the school), so it is the teacher and/or the principal who will identify the tasks to which students will lend their support.

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 behaviour. Students will select specific behavior to observe and monitor. Identifying positive behaviours that can be selectively reinforced is also part of the assignment.

## **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 develop further 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 Community Service Learning, demonstrating the 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).

## **Required Text**

Weis, R. (2014). Introduction to abnormal child and adolescent psychology. Thousand Oaks, CA: Sage.

<https://us.sagepub.com/en-us/nam/introduction-to-abnormal-child-and-adolescent-psychology/book237717>

## Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Value
Weekly Blog	Throughout the course - to be completed by Sunday midnight. <b> Blogging begins the week of September 26th</b> and is due by midnight on Sunday, October 2, 2016	20%
Online Open-Book Test - MC	November 14, 2016	20%
Community Service Learning Paper	February 13, 2017	20%
Case Presentation	Dates chosen September 26th	20%
Poster Presentation	March 20, 27, or April 3, 2017	20%
<hr/>		
Total		100%

## Description of Assignments

**Weekly Blog** - The weekly blog is intended to extend your learning about the weekly course material. You are required to reflect on your reactions to the weekly material which could include personal reflections, tying the material to another course, integrating the material with current events, news stories, recent discoveries etc. The weekly blog can be as brief as 140 characters.

When students are completing Community Service Learning, the brief behaviour observation record (see previous) should be included in the blog as a separate note and marked as Community Service Learning observation to facilitate referencing.

**Case Presentation:** Students will deliver an oral presentation during class of one of the cases in the 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' 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 26. 20% of grade.

**Community Service Learning 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 behaviourally-based goals for your placement. You will describe what behaviours 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 13 (the week prior to reading week). It contributes 20% to the final grade.

**Community Service Learning 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.

### **Grading as per Senate Policy**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes>)

## Add/Drop Deadlines

For a list of all important dates please refer to: [Important Dates](#)

<b>Important dates</b>	<b>Fall (F)</b>	<b>Year (Y)</b>	<b>Winter (W)</b>
Last date to add a course <b>without</b> permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 18
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 5	Oct. 19	Feb. 1
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	March 10
Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript – see note below)	Nov. 12 - Dec. 5	Feb. 11 - Apr. 5	March 11 - Apr. 5

## 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.

## Late Work/Missed Tests or Exams

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Students with a documented reason for missing a course requirement, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., letter from regulated health professional) may request accommodation from the Course Instructor. **Timely completion of all requirements of the Community Service Learning elements of the course (i.e., service hours and behavioural observations) is mandatory.** 40% of the course grade is associated with the Community Service Learning component of the course, specifically, the Community Service Learning paper and poster. Maximizing

success on these components will require maximum follow through on Community Service Learning.

### **Lateness Penalty**

Assignments received later than the due date will be penalized **1 mark 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).

### **Additional Information**

Completion of the Community Service Learning component of the course requires a Vulnerable Sector Check. Students are required to demonstrate their pursuit of their Vulnerable Sector Check upon registering for the course. Students who are interested in learning more about Vulnerable Sector Checks, their purpose and role in society, are encouraged to visit <http://www.rcmp-grc.gc.ca/en/criminal-record-and-vulnerable-sector-checks> and/or the local police services. Students will be supported in securing this sector check at the beginning of the course.

### **Information on Plagiarism Detection**

The Course Director uses advanced google searches to ensure academic integrity. When plagiarism is suspected, a systematic review of the paper is conducted and documented using advanced searches of the literature.

### **Electronic Device Policy**

Electronic devices are viewed as a tool for instruction and learning. Electronic devices are only to be used in class for the purposes of extending learning.

### **Attendance Policy**

Students who attend class tend to get more out of courses and benefit from learning from class colleagues and from face 2 face interactions with the Course Director and class colleagues. Students benefitting from the full range of learning experiences tend to be successful in the course.

## **Academic Integrity for Students**

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

## **Test Banks:**

The use of test banks is not permitted in this course and may be considered a potential breach of academic honesty. This includes but is not limited to; buying or selling test banks.

## **Electronic Devices During a Test/Examination:**

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

## **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 [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources.



**Policy Statement:** York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)

### **Course Schedule:**

The course schedule is maintained on Moodle.

### **Course Materials Copyright Information:**

These course materials are designed for use as part of the HH/PSYC 4460 6.0A 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. (See Intellectual Copyright - <http://copyright.info.yorku.ca/students-reuse-of-teaching-materials-from-york-courses/> Intellectual Property Rights Statement)