

Faculty of Health
Department of Psychology
HH/PSYC 4460 Section C
ATYPICAL DEVELOPMENT
Wednesday 2:30 – 5:30pm in VH 1158
Fall/Winter 2016-17

Instructor

Instructor: Ehud E. Avitzur

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Teaching Assistant and Practicum Coordinator: Kayla Baird

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Office 268 BSB

Office hours: By appointment

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.

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).

The structure of the course:

This seminar aims at deepening the knowledge and understanding of developmental processes that may lead to psychopathology in childhood, adolescence and possibly in adulthood. Classes will focus on:

1. Theories that offer insight regarding pathogenic processes and resilience during childhood.
2. Childhood psychopathology: Focus on the most prevalent disorders.
3. Specific life situations during childhood and their pathogenic potential.
4. Students' experiences in volunteering placements.

Active involvement of students in constructive class discussions is of major importance.

During the first classes in the fall semester we will explore some of the core concepts in psychopathology, and some developmental theories and their contribution to the understanding of pathogenesis. The last classes in the fall semester and the first classes in the winter semester will be devoted to most prevalent childhood disorders and to pathogenic stressors during childhood. While most of the first semester will be lectures and discussions, the second semester will be mainly students' presentations on either a disorder (such as ADHD) or a critical life situation (such as poverty). The year ends with poster presentation sessions devoted to the practicum experience. The seminar final academic paper will follow the presentation and will focus on the same topic.

Note: Fall classes do not follow systematically the textbook.

Ground rules:

- No cellphones, and tablets: Empirical research shows that multi-tasking impairs performance.
- Be on time.
- In a seminar class, we are a team working together. If you have to leave class before it ends, let us know.

Required Text

1. Understanding Abnormal Child Psychology, 3rd Edition, Vicky

Phares, 2014, W

Suggested Reading:

2. A paper by Urie Bronfenbrenner (1994): Ecological models of human development. This paper appears in many volumes.

3. A good chapter about Freud psychosexual development you may find in: Robert, M., (1966), The theory of sexuality in *The Psychoanalytic Revolution*, pages 190-201, Allen and Unwin.

4. Two papers by Margaret Mahler: 1) On human symbiosis and the vicissitudes of individuation; 2) On the first three subphases of the separation-individuation process. These papers may be found in *Essential papers on object relations*, edited by P. F. Buckley and S. Saguaro, pp. 200-221, 222-232, 1986, New York, University Press.

5. A paper about Kohut's Self Psychology: Baker, H.S., and Baker, M.N. (1987), Heinz Kohut's self psychology, *American Journal of Psychiatry*, 144, pp. 1-9.

Please note: Some of these papers are difficult to find. The interested student is welcome to ask me for them.

Course Requirements and Assessment

A poster presentation based on minimum 16 weeks of practicum's experience. Note: incompleting 16 weeks would result in a zero.	20%
An outline for a presentation including annotated bibliography	4%
A presentation and a handout	16%
A paper on the subject of the presentation	20%
Quizzes	30%
Constructive contribution in class	10%
Total	100%

Description of Assignments

Academic Presentation and paper on either a specific childhood disorder or on a potentially pathogenic life situation:

Topics for the presentation: Some of the most prevalent childhood disorders (check the detailed list on the plan of the semesters). Another option relates to the following list of life stressors or critical life situations that may become pathogenic: Maltreatment (physical abuse, neglect, sexual abuse, emotional abuse, exploitation); moving to a new place; immigration; sickness in the family (physical, mental); death in the family; parents' conflicts; divorce; poverty; excessive wealth ("affluenza"); adoption; childhood in foster homes; parent's unemployment; atypical family structures; atypical sexual or gender behaviour. Other ideas are welcome: Please consult with the course director.

The presentation and paper are expected to be similar in terms of content and structure. The paper is due **two weeks after the presentation**. The expected time frame for the presentation is **30 minutes**. The expectation is that the student will explore the subject matter beyond the textbook. After the presentation, before the discussion, the presenter will distribute a summary handout to the class. The discussion is **not** the responsibility of the presenter.

Tentative outline of the presentation: One double-space printed page of the rough draft of your paper and presentation's outline + annotated bibliography (check on the web "APA annotated bibliography". I found, for example, [4](http://www-</p>
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bcf.usc.edu/~genzuk/APA_Format_Annotated_Bibliography.pdf). The student will present her/his research and thoughts in front of the class. The outline-presentation will be graded, according to manifested effort in reading and thinking beyond the text, as Good effort (A level), Satisfactory effort (C level) or Unsatisfactory effort (F level). Feedback on your outline will be given during the following class.

Criteria of final presentation evaluation:

Good structure; ability to describe the topic as complex, multi faceted psychological phenomenon; bringing to class information and ideas beyond the text; critical analysis of primary research; correct usage of theoretical concepts; demonstrating ability to integrate knowledge in developmental psychology and psychopathology; sufficient addressing methodological issues when relevant; originality; critical thinking; depth; demonstration of constructive approach to relevant questions, criticism and contributions of class members. **Note:** The presentation should not include more than 3 minutes video, class activities, etc.

Final Paper:

The paper will require to integrate minimum one theoretical perspectives learnt in class and at least one primary research independently found, and to apply them to the topic. The final paper will be written in accordance with the APA tradition (Please consult <http://owl.english.purdue.edu/owl/resource/560/01/>). The recommended length of the paper is 8 double spaced pages (not including bibliography). Maximum length is 10 double-space pages (not including bibliography). Appendix at any length is accepted.

The paper will include: title; abstract; the core of the paper will be in free-style; summary and conclusion; APA style reference list; appendix. Suggested space allocation: Abstract: ½ page; introduction of the phenomenon: 1-2 pages; developing the understanding of the phenomenon in terms of theories studied in class and other theories, etiology, pathogenesis and impact: 4-6 pages; summary will include the author's own thoughts and ideas: 1 page. Final paper is due two weeks after the presentation.

Criteria for paper evaluation: Are similar to the criteria for presentation evaluation. In addition: Reference list of original sources, demonstration of independent academic library research. Penalties: referring to a textbook, class' lectures, and unreliable resources. Papers are to be handed in by the due date. Students presenting their work during the last two weeks of classes will be automatically granted with a seven-day extension.

A poster on practicum experience: A visual presentation of your practicum experience will be the basis for a 10-minute in-class presentation. Before the presentation we will have a short tutorial on effective poster presentation.

Quizzes:

In order to promote reading before class, there will be a short quiz in most classes, based on readings. Assuming X number of quizzes; only the highest X-2 will be calculated in your grade. No make-up for a missed quiz will be offered for any reason.

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 - 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](#)

Important dates	Fall (F)	Year (Y)	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 18
Last date to add a course with permission 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 assignment, 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.

With the exception of requirements associated with the Community Service Learning component of the course, students with a documented reason for missing a course requirement, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter)

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; students unable to fulfil this requirement will receive a failing grade.

Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Lateness Penalty

Assignments received later than the due date will be penalized, one half letter grade (1 grade point) 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.

Practicum / Case study: Students are expected to become involved in a volunteer practicum activity one day (1-3 hours) a week for a minimum of 16 weeks, ideally beginning in October and lasting into March or June. This class activity is designed to give students the experience of following and coming to understand a child as he/she functions in the context of school, and relating to theories and applications studied in class. Students may arrange their own volunteer placement, provided the course director first approves it, or participate in the course's group-program. The latter involves volunteering in one of several local public schools that are partnering with our program. There will be information sessions led by the TA, who is the practicum coordinator, early in the academic year. Please note: studying a child of friends or family members is NOT an option.

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. Please arrange for this as quickly as possible as it may take several weeks to receive your clearance.

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

Policy: 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 Materials Copyright Information:

These course materials are designed for use as part of the HH/PSYC 4460 6.0C 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. [Intellectual Property Rights Statement](#)

Course Schedule:

FALL TERM			
Lesson #	Topic	Reading assignment	Assignment/presentations
1 Sep. 14	<ol style="list-style-type: none"> 1. Introduction to the seminar 2. Basic concepts in psychopathology 		
2 Sep. 21	<ol style="list-style-type: none"> 1. Basic concepts in psychopathology (cont.) 2. Principle of OD 		A quiz on first class material
3 Sep. 28	<ol style="list-style-type: none"> 1. Bronfenbrenner. 2. Pathogenic <u>biological factors</u>: Heredity, biophysical individuality, temperament. 	Chapter 1	A quiz on readings
4 Oct. 5	Establishing a baseline of the practicum experience <ol style="list-style-type: none"> 1. Pathogenic <u>experiences</u>: S. Freud 2. Logistics: Planning for winter term's presentations 	Chapter 2	A quiz on reading
5 Oct. 12	No Class: Yom Kipur		
6 Oct. 19	Practicum experiences Pathogenic Experiences: <ol style="list-style-type: none"> 1. M. Mahler 2. A video on Erikson 	Chapter 3	A quiz on reading

FALL TERM...Continued

Lesson #	Topic	Reading assignment	Assignment/presentations
7 Oct. 26	Practicum experiences Pathogenic Experiences: H. Kohut Learning Outline presentations	Chapter 4	A quiz on readings. Each student presents 5 minutes. Hand in the outline and an annotated-bibliography.
8 Nov.2	Practicum experiences Feedback on the outlines		
9 Nov. 9	Practicum experiences Risk factors A video part 1	Chapters 5	A quiz on readings
10 Nov. 16	Practicum experiences Protective factors A video part 2	Chapter 6	A quiz on reading
11 Nov. 23	Practicum experiences Depression A video	Chapter 7	A quiz on reading
12 Nov. 30	Practicum experiences Suicide and suicide attempts		

WINTER TERM			
Lesson #	Topic	Reading assignment	Assignment/presentations
1 Jan. 11	Practicum experiences Anxiety A video	Chapter 8	A quiz on reading GAD: Phobia:
2 Jan. 18	Practicum experiences Social anxiety		Social anxiety:
3 Jan. 25	Practicum experiences OCD PTSD		OCD: PTSD:
4 Feb. 1	Practicum experiences ADHD	Chapter 9	A quiz on reading ADHD:
5 Feb. 8*	Practicum experiences Conduct Disorder Oppositional Defiant Dis. A video	Chapter 10	A quiz on reading CD: ODD :
6 Feb. 15	Practicum experiences Alcohol and Substance A short tutorial: Effective poster presentation	Chapter 11	A quiz on reading Alcohol and Substance Use Disorders:
7 Mar. 1	Practicum experiences Autism and Schizophrenia A video	Chapter 12	A quiz on reading Autism: Schizophrenia:
8 Mar. 8	Practicum experiences Eating disorders A video	Chapter 14	A quiz on reading Obesity: Anorexia Nervosa: Bulimia Nervosa:

WINTER TERM...Continued			
Lesson #	Topic	Reading assignment	Assignment/presentations
9 Mar. 15	Practicum experiences Life stressors		1. 2. 3.
10 Mar. 22	Practicum Posters Presentations		
11 Mar. 29	Practicum Posters Presentations		
12 Apr. 5 Last class	TBA		

***Make sure you have received enough feedback on your performance prior to the last date to drop the course without receiving a grade (check “important dates” on previous pages).**