

Faculty of Health
Department of Psychology
PSYC 4460 6.0 A: ATYPICAL DEVELOPMENT
Mondays - 19:00 to 22:00 - FC103
Fall-Winter - 2018-19

Instructor and T.A. Information

Instructor: Laurie McNelles, PhD

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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 Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

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 (e.g., homework help, assistance with a project, and participation in schoolyard games).

Program 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, the Teaching Assistant, 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. (2018). **Introduction to Abnormal Child and Adolescent Psychology, 3rd Edition**. Thousand Oaks, CA: Sage.
- Student Companion Website - <https://edge.sagepub.com/weis3e>

This From Sage

Fully revised and updated to increase student engagement, the **Third Edition** reflects the latest advancements in the field, including complete *DSM-5* criteria, to provide the most comprehensive introduction to abnormal child and adolescent psychopathology. Utilizing a developmental psychopathology approach, the book explores the emergence of disorders over time, describes the risks and protective factors that influence developmental processes and trajectories, and examines child psychopathology in relation to typical development while considering each family's sociocultural context. Offering current, relevant, and practical scientific information in every chapter, the book helps students develop the understanding they need to make informed decisions about the welfare of their families, schools, communities, and society.

<https://us.sagepub.com/en-us/nam/introduction-to-abnormal-child-and-adolescent-psychology/book248505#description>

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Attendance	September 24; October 1, 15, 22, 29; November 5, 19, 26; December 3; January 7, 14, 21, 28; February 4, 11, 25; March 4, 18, 25; April 1.	20%
Online Test - Open Materials	November 12	20%
Case Presentation	October 15, 22, 29; November 5, 19, 26; December 3; January 14, 21, 28; or February 4 - Makeup day = February 11	20%
Community Service Learning Paper	February 11	20%
Poster Presentation	March 18, 25, or April 1	20%
Total		100%

Description of Assignments

Attendance: Students who attend class tend to get more out of courses, learning from class colleagues and from face 2 face interactions with the Course Director as well as with class colleagues. 20% of the final grade is associated with class attendance. Beginning on September 25th, attendance will be recorded and meaningful participation expected.

In the event that you are unable to attend class, please send an email to the Course Director to flag your absence. You will be expected to have interacted with the course material during the course of the week (as evidenced through course material access time on moodle) and provide a blog for the week to receive your attendance credit. Without notice and blog, you will not receive the 1% of the final grade for the week.

Case Presentation: Students will deliver an oral presentation 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, and connecting relevant assessment and theoretical information. These presentations will be posted on the course moodle site so that all participants can benefit from these resources. **20% of final grade.**

Online Test - Open Materials - Multiple Choice Format: November 12, 2018 - **20% of Final 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 11, 2019 (the week prior to reading week). **20% to the final grade.**

Community Service Learning Poster: Using an academic poster format (exemplars 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. **20% of the final 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 - [Grading Scheme for 2018-19](#))

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://myacademicrecord.students.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.

Add/Drop Deadlines

For a list of all important dates please refer to: <https://registrar.yorku.ca/enrol/dates/fw18>

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 18	Sept. 18	Jan. 16
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 2	Oct. 23	Jan. 30
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 9	Feb. 8	March 8
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	Nov. 10 - Dec. 4	Feb. 9 - Apr. 3	March 9- Apr. 3

***Note:** *You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as*

"W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Information on Plagiarism Detection

The Course Director uses advanced google searches and Turn-it-in 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.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#).

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

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 4460 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 - See Course Moodle site