

**Faculty of Health
Department of Psychology
PSYC 4460 6.0 Section A
ATYPICAL DEVELOPMENT
Fall /Winter 2019-2020**

Seminar Time: Monday 7:00 p.m. – 10:00 p.m.

Seminar Location: Vari Hall 1158

CONTACT INFORMATION

Course Instructor: Jean Varghese, Ph.D.

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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 to York Courses Website for a listing of any course credit exclusions.

COURSE WEBSITE

- All course information will be posted 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 course 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 DESCRIPTION

This course is designed to provide you with an introduction to the field of abnormal child and adolescent psychology. In this course, we will study the causes, maintenance, and treatment of children's behavioral, social-emotional, and cognitive disorders from a developmental perspective. This developmental perspective examines the course of child and adolescent disorders over time, pays special attention to risk and protective factors that influence developmental processes and trajectories, and examines child psychopathology in the context of normal child development.

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 through 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. ***All students must attend the in-class practicum orientation session delivered by the T.A. on Monday, September 23rd.***

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

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.

2: Knowledge of Methodologies

Students will gain an understanding of the theoretical and empirical frameworks used in the study of child and adolescent psychopathology. The course material, term paper and presentation will provide opportunities to develop skills to critically analyze primary research.

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.

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).

5: Awareness of Limits of Knowledge

Students will recognize the limits of what is known about child and adolescent psychopathology and put forward directions for future research and interventions.

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 TEXTBOOK

Weis, R. (2018). *Introduction to Abnormal Child and Adolescent Psychology* (3rd edition). Thousand Oaks, CA: Sage Publications.

COURSE REQUIREMENTS AND ASSESSMENTS

Test 1	November 18	25%
Test 2	February 3	20%
Case Study Discussion	TBD (October 7 - January 27)	5%
Term Presentation	TBD (February 10 - March 23)	15%
Term Paper (based on term presentation)	March 30	15%
CSL Poster	March 30	10%
Participation	September - March	10%
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Total		100%

DESCRIPTION OF ASSIGNMENTS

1) Tests:

Tests will comprise multiple choice questions and short answer questions.

2) Case Study Discussion:

Each student will present and lead discussion on one case study (20 minutes).

3) Term Presentation:

Each student will present on a topic pertaining to the course material. Specifically, you will choose a recent news article (within the past year) related to some aspect of child/adolescent

psychopathology (e.g. causes, treatment, prevention, etc.). Identify the claim(s) made in the news article. Assess whether the news article accurately reflects the original scientific work that it is based upon. Find three additional scientific articles (peer-reviewed journal articles) that support or refute the claims of the news article. You must clear your topic with the course director via email or in person. Each student will have 35 minutes for their presentation (20 minutes presentation and 15 minutes discussion). You may use books and peer-reviewed journals in compiling information for your presentation

4) Term Paper:

All students are required to complete the term paper. Your paper will be based on your individual presentation. The presentation will allow you to formulate a framework for your paper as well as receive feedback that can be incorporated into the paper. 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 paper should be **6-8 pages** (excluding title page, abstract and reference section). It should be double-spaced and typed.

Your paper will be marked on the following components: introduction of topic, description and analysis of scholarly articles, using the research evidence to support your assertions, conclusion, APA format, grammar, spelling and general form of writing.

5) CSL Poster:

All students are required to complete a poster about their CSL experience. These posters will be displayed in class on March 30th and you will have 5 minutes to briefly present highlights of your CSL experience.

6) Participation:

Participation marks are based on active contribution to all seminar discussions, including student presentations. There are no opportunities to make up participation marks if you are absent.

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 2019-20](#)

MISSED TESTS/EXAMS

Make-up tests and exams will be allowed with appropriate documentation. Students who miss the test or final exam must contact course director by email within 48 hours of the original test or exam. If you cannot contact the course director during this 48-hour period, subsequent documentation accounting for the delay **must** be provided. Students who write tests and exams with Alternate Exams should also contact the course director within 48 hours of missing the test/exam. Tests/exams missed due to medical circumstances must be supported by an **attending physician's statement** (<http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) or a statement by a psychologist or counselor.

For any missed tests, midterm exam or late assignments, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed tests, midterm exam or late assignments.

Tests/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 a test is not considered a valid excuse for missing the test.**

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 tests 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 tests as scheduled by the course director.

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

LATE ASSIGNMENTS

Assignments received later than the due date will be penalized 10% per day that assignment is late). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be considered by the course director, but will require supporting documentation.

Hard copies of late papers should be handed in to the Psychology Undergraduate Office (291 BSB) between 8:30 a.m. – 4:30 p.m. from Monday to Friday. **Make sure to have them date/time stamp your paper.** Otherwise, the late penalty will continue to accumulate until the paper is received by the course instructor. It is **your** responsibility to ensure that your paper receives the date of receipt.

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 will be supported in securing this sector check at the beginning of the course.

ADD/DROP DEADLINES

For a list of all important dates please refer to: [Fall/Winter 2019-20 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 17	Sept. 17	Jan. 19
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 1	Oct. 22	Feb. 3
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 8	Feb. 3	March 13
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 9 - Dec. 3	Feb. 4 - Apr. 5	March 14 - Apr. 5

***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.*

ELECTRONIC DEVICE POLICY

Cell phones should be turned off or set to silent during the seminar. The use of electronic devices should be limited to note-taking and accessing course material so as not to distract other students.

ATTENDANCE POLICY

Students are expected to attend all seminar meetings and to actively participate in the discussions. The tests include material from the textbook, seminar notes and seminar discussions.

EMAIL COMMUNICATION

Please use your York email address when communicating with the course instructor and T.A. as messages from other addresses may not always be received and it is **your** responsibility to ensure that we receive your messages. **You should also save a copy of any message sent to the course instructor and/or T.A.** Please follow appropriate email etiquette (indicate the course number and section in the subject field, include a formal greeting and sign with your full name). You should receive a response within 48 hours. If you do not receive a response within 48 hours, please check your junk mail folder and follow up with us.

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 information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

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.

Information on Plagiarism Detection

All papers must be submitted on Turnitin (link will be provided on Moodle). Turnitin is a text-matching tool that generates originality reports. Papers will be compared to a large database of students' submissions and other textual material online for an assessment of similarity.

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 university encourages students with disabilities to register with ***Student Accessibility Services (SAS)*** to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.**

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#)