

Faculty of Health
Department of Psychology
PSYC 4460 6.0 B: ATYPICAL DEVELOPMENT
Thursdays 11:30 – 2:30pm/ Online via Zoom and eClass
Fall-Winter 2020-2021

Welcome! This course will be delivered Online via Zoom and eClass (Moodle). Each week will have asynchronous components (i.e., Pre-Seminar Materials on eClass) and synchronous components (i.e., Live Zoom Seminars).

eClass Modules will present core course material, including prerecorded lectures, multi-media activities, and weekly quizzes to aid learning and application of concepts.

Live Zoom Seminars will include: discussion and application of course material, informal assessment of student understanding (via polling), Q and A periods, group breakouts, and student presentations. Most importantly, Live Zoom Seminars will give students an opportunity to engage with one another, the course director, and the course material.

Pre-Seminar Modules (eClass) should be completed before the live Zoom meeting (course material will not be repeated during the live seminar). It is **ESSENTIAL** that students complete eClass Modules AND attend Live Zoom Seminars in order to be successful in the course. Below is a recommended approach to the course:

1. Review all relevant material found within the weekly modules on eClass prior to the scheduled live seminar time (i.e., the material for Module 1 on eClass should be completed before the Module 1 Live Zoom Seminar).
2. Complete the weekly quiz on eClass prior to the scheduled live seminar time (i.e., Module 1 quiz must be taken before Module 1 seminar).
3. Attend the Live Zoom Seminar (Thursdays at 11:30am).

Instructor and T.A. Information

Instructor: Heather Prime, PhD. Assistant Professor, Department of Psychology, Faculty of Health, York University.

Office Hours: Thursdays 1:30-2:30pm via Zoom, **by appointment**.

Email: hprime@yorku.ca. Dr. Prime has a policy of replying to student emails within 48 hours. Please do not send a follow up email before that window has closed.

T.A.: Samantha Roberts, MA.

Role: Facilitating My Virtual Child experience, including monitoring of the discussion board.

Office Hours: **By appointment**.

Email: sdrob@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

Course Credit Exclusions

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

Course website: eClass and Zoom

All course materials will be available on the course eClass site, unless otherwise indicated by the instructor. The site will be your central access point for course materials.

All live seminars will be on Zoom. Students will require a meeting link and passcode to attend the Zoom seminar, which can be found on the eClass homepage. This how-to guide provides information on how to download Zoom and get started: <https://uit.yorku.ca/wp-content/uploads/sites/5/2020/04/Zoom@YorkU-Quick-Start-New2.pdf>.

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 (described below) will take place online using a novel, interactive web-based simulation. This experience will give students the opportunity to apply their developing knowledge and skills to a practical setting. Application of course material will also be achieved through guest lecturers from the community and academic settings.

MyVirtualChild is an interactive web-based simulation that allows you to raise a child from birth to age 18 and monitor the effects parenting and environmental factors over time. This engaging website lets you apply the key concepts that you are learning in class. And just like in real life, certain unplanned events will be presented to you. Students will see first-hand the complex interplay between biology, environment, and experience in shaping a child's lifecourse. Students will "raise" their own child, will write an associated reflection paper, and give a case poster presentation. Additionally, this EE has an associated group weekly discussion component.

Course 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 Experiential Education Activities, 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, and with the Course Director, in both written and oral formats (e.g., discussion posts, 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: Ethics and Professional Capacity

Students will demonstrate knowledge of ethical and professional responsibilities in interactions with children and adolescents.

Required Text

Weis, R. (2014). Introduction to abnormal child and adolescent psychology. Thousand Oaks, CA: Sage. Available through the York University Bookstore. OR EBook link: <https://www.vitalsource.com/en-ca/products/introduction-to-abnormal-child-and-adolescent-robert-weis-v9781506339771>

Student Companion Website - <https://edge.sagepub.com/weis3e>

Course Requirements and Assessment:

Assessment	Date of Evaluation	Weighting
eClass Quizzes (Best 70%)	Weekly.	10%
Live Seminar Participation (Best 70%)	Weekly.	10%
Case Study Abstract & Presentation	Throughout the course: see eClass. Make-up dates: TBD	30%
My Virtual Child – Weekly Group Discussion	Weekly, starting Oct. 22. See eClass.	5%
My Virtual Child - Reflection Paper	December 3, 2021	10%
Global Mental Health – Reflection Paper	January 28, 2021	15%
My Virtual Child – Case Poster	Throughout March (see eClass)	15%
Peer Evaluations of Posters	Throughout March (see eClass)	5%
Total		100%

Description of Assignments

1) Weekly eClass Quizzes. Students will learn the majority of the content of the course through pre-seminar materials on eClass. Students who engage with the pre-seminar weekly material will be better prepared to participate, contribute to, and gain from Live Zoom Seminars. This will not only support student learning, but will help to create a meaningful and engaging Live Zoom Seminar from which all students can apply core concepts and ideas. In order to encourage student engagement with pre-seminar materials on eClass *prior* to Live Zoom Seminars, there will be **Weekly eClass Quizzes** that will assess student knowledge based on pre-seminar materials (i.e., textbook reading, prerecorded lectures, and multimedia links).

Weekly eClass Quizzes must be completed before the associated Live Zoom Seminar (i.e., the Module 1 quiz must be completed before the Module 1 Live Zoom Seminar). **You can complete the quiz anytime during the week leading up to the lecture. The deadline to complete weekly quizzes will be Thursdays at 11:00am** (30 minutes prior to the start of Live Zoom Seminars), starting September 17, 2020. After this time, students will continue to have access to eClass Activities, but the quiz will be closed. For specific dates and associated content of quizzes, see the Course Schedule on eClass.

Given that students may have unforeseen conflicts wherein they are unable to complete pre-seminar materials prior to the Live Zoom Seminar, a subset of weekly quizzes will be used towards the final grade (best 70 % of grades).

2) Live Seminar Attendance and Participation. Students who attend and participate in seminars tend to get more out of courses, learning from their classmates and from direct interactions with the Course Director. Beginning on September 17, 2020, attendance will be recorded and meaningful participation monitored.

Given that students may have unforeseen conflicts wherein they are unable to attend the Live Zoom Seminar, a subset of weekly participation will be used towards the final grade (best 70 % of grades).

3) Case Study Abstract (5 %) and Presentation (25 %). Students will deliver an oral presentation during class of one of the clinical cases described in the text. Students will present content for 10 minutes (MAX) and then facilitate a 5-minute Question and Answer period. Presentations can be prerecorded, if desired, for students concerned about technology and live presenting on Zoom. However, the Q and A period must be live. Prior to each student's presentation, a written abstract will be submitted to the course director (approximately 150-250 words) that outlines the major aspects of your presentation. Students who provide their abstracts one week before their presentation will get brief feedback from the course director, prior to their presentation.

The goal of the presentation is to lead the class in a discussion of a clinical case example of the specific disorders discussed in class. Students will start by briefly presenting pertinent information and connecting the background information and symptomology to DSM-5 criteria. The core of the presentation should present potential treatment options, and selection and description of an appropriate treatment plan based on the particular case background information. The presentation will be graded on the quality of the information in the presentation and the student's ability to engage the class by providing a lively presentation, responding to class questions and generating class discussion. Use of creative engagement within the Zoom setting is encouraged. Selection of cases will occur during the class of October 8, 2020.

4) My Virtual Child – Weekly Group Discussion Post (Asynchronous). Students will be assigned groups and will engage in a weekly written discussion group on eClass. In groups, students will discuss the decisions they make in their parenting, patterns they observe in their child, challenges they face, and so on. The discussion board will be monitored weekly for meaningful participation.

5) My Virtual Child – Reflection Paper. Students will write a 5-page paper reflecting on their experience, to date, raising a virtual child. Details to follow on eClass.

6) Global Mental Health - Reflection Paper. Following a guest lecturer, Dr. Amanda Sim (December 3, 2020) on the topic of mental health in a global context, students will write a 3-page paper on one topic from the course (chosen by the student) using a global mental health lens. Details to follow on eClass.

7) My Virtual Child – Case Poster. Using an academic poster format (templates will be provided), you will analyze your Virtual Child using theory and research from course material. Further details will be provided on eClass. The posters will be presented in one of three classes at the end of the winter term. Students will orally summarize their poster [presentations can be prerecorded but Q and A will be live] and respond to questions. Posters will be graded for accuracy and completeness of information, visual appeal and creativity, and oral presentation of the contents.

8) Peer Evaluation of Posters: Students will be required to provide peer evaluation and feedback for all of their classmates posters. This feedback will be provided to the poster presenters.

Course Schedule

See eClass.

Class Format and Attendance Policy

Students are expected to attend **Live Zoom Seminars** weekly. Attendance will be taken at a random point during the class. Students are also expected to complete weekly **eClass Modules**, which will be tracked weekly through completion of eClass quizzes.

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 will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2020-21](#)

Missed Tests/Midterm Exams/Late Assignment:

If students miss their case presentation (and make up date), reflection papers, and/or poster presentation, and they wish to have an opportunity to make it up, they **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office. **Please note, this does not include missed live seminars (participation) or weekly eClass quizzes. Given that only the highest 70% of grades will be used for the final evaluation in these domains, students will not have an opportunity to make up participation and/or quiz grades.**

[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 late assignment.

At this time, due to COVID-19 an Attending Physician's Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2020-21 Important Dates](#)

	Fall (F)	Year (Y)	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 7- Dec. 8	Feb. 6 – April 12	March 13- April 12

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system. After that date, you must contact the professor/department offering the course to arrange permission. You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

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 library and 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/ Online Conduct

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. Students are requested to shut off their internet browser, social media, and any applications that are not course related in order to enhance participation, engagement, and support bandwidth on Zoom.

The following link provides useful resources for using Zoom at YorkU:

<https://yorku.zoom.us/>

Online Learning Protocol for York University Students for information on how to use online learning technology while protecting security and privacy for yourself and others.

<https://currentstudents.yorku.ca/technology-protocol-for-students>

Zoom Privacy and Security Guidance infosec.yorku.ca/2020/03/zoom-privacy-and-security-guidance/

Zoom Quick Start Guide to help you get started: <https://uit.yorku.ca/wp-content/uploads/sites/5/2020/04/Zoom@YorkU-Quick-Start-New2.pdf>

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](#) and [Academic Honesty Quiz](#)

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.

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](#).

Course Materials Copyright Information

These course materials are designed for use as part of the Psyc 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](#).

Calumet and Stong Colleges' Student Success Programming

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) aims to build the leadership skills of its course reps while contributing to the academic success and resourcefulness of students in core program classes.
- [Peer Assisted Study Sessions \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- **Peer Tutoring** offers one-on-one academic support by trained peer tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [career exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- Please connect with your Course Director about any specific academic resources for this class.

For additional resources/information about our student success programs, please consult our [website](#), email scchelp@yorku.ca, and/or follow us on [Instagram](#) and [Facebook](#).