

**Faculty of Health  
Department of Psychology  
PSYC 4460 3.0 C: ATYPICAL DEVELOPMENT  
Wed 11:30-2:30; Online via Zoom & Moodle  
Fall-Winter 2020-2021**

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**Instructor and T.A. Information**

Instructor: Dr. Magdalena Wojtowicz  
Office Hours: By Appointment  
Email: [magdawoj@yorku.ca](mailto:magdawoj@yorku.ca)

Teaching Assistant: Samantha Roberts - Note that Samantha is responsible for all matters related to the virtual child component of the course.

Office: By Appointment  
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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

**Course Credit Exclusions**

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

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

All course materials will be available on the course moodle 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 Moodle. 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**

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

Moodle Modules will present core course material, including 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 teaching team, and the course material.

**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 the Virtual Child platform and various presentations, 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, TA, and with the Course Director, in both written and oral formats (e.g., 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.

### 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 (if known)	Weighting
Moodles Quizzes	Weekly. See Moodle	20%
Live Seminar Attendance and Participation	Weekly Live Zoom Seminars	15%
Case Study Presentation	Throughout the course; See Moodle	25%
My Virtual Child - Discussion Group	Weekly. See Moodle	10%
My Virtual Child - Reflection Paper	Due Feb 24, 2021	15%
My Virtual Child - Case Poster	Due March 17, 24, 31 2021	10%
Peer Evaluation of Posters	Due March 17, 24, 31 2021	5%
<b>Total</b>		<b>100%</b>

### Description of Assignments

**1) Weekly Moodle Quizzes:** There will be Weekly Moodle Quizzes that will assess student knowledge based on pre-seminar materials (i.e., textbook reading, and multimedia links).

Weekly Moodle 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 Wednesday at 11:00am** (30 minutes prior to the start of Live Zoom Seminars), starting September 16, 2020. After this time, students will continue to have access to Moodle Activities, but the quiz will be closed. For specific dates and associated content of quizzes, see the Course Schedule on Moodle.

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 the classmates and from direct interactions with the Course Director. Beginning on September 24 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 Presentation** Students will deliver an oral presentation during class on an assigned clinical cases. See “Cases” section on Moodle. Students will present content for 15 minutes (MAX) and then facilitate a 5-minute Question and Answer period.

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 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’ 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 September 30, 2020.

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

**5) My Virtual Child – Reflection Paper:** Students will write a 4-page paper reflecting on their experience, to date, raising a virtual child. The core of the paper will involve using course material (i.e., Moodle modules and the textbook) to describe the developmental trajectory that your child and how changes to the child and/or their environment may have led the child to follow a more atypical trajectory.

**6) My Virtual Child –Poster:** Using an academic poster format (templates will be provided), you will analyze your Virtual Child using theory and research from course material (e.g., a multiple-levels-of-analysis approach; risk/protective factors). Further details will be provided on Moodle. The posters will be presented in one of three classes at the end of the winter term. Students will 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.

**7) 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.

### **Class Format and Attendance Policy**

Students who attend and participate in seminars tend to get more out of courses, learning from the classmates and from direct interactions with the Course Director. Beginning on September 24 2020, attendance will be recorded and meaningful participation monitored.

## 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 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:

For any missed quiz or late assignment, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. 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.

[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 quiz or late assignment.

## 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 <b>without permission</b> of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course <b>with permission</b> 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

## Electronic Device Policy

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. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.

## 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 PSYCH4460 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 Moodle.