

Faculty of Health
Department of Psychology
PSYC 4460 6.0 B: ATYPICAL DEVELOPMENT
FLIPPED CLASSROOM / Online and Wednesdays 11:30 – 2:30pm
Stong College 205
Fall/Winter 2024-2025

Welcome! This course will follow a **FLIPPED CLASSROOM format** (see [here](#) for a 2.5 minutes description of what to expect). This means that each week will have an **online asynchronous** component (Pre-Seminar Module on eClass) and an **in-person seminar**.

Weekly Pre-Seminar eClass Modules will present core course material (prerecorded lectures, multi-media activities, weekly quizzes). **Students are responsible for completing eClass modules prior attending in-person seminars** (material will **NOT** be repeated in seminar). Modules will be posted one week in advance of the seminar.

Weekly In-Person Seminars will include: discussion and application of course material, problem-based learning, informal assessment of student understanding (via polling), Q and A periods, group breakouts, and student presentations. In addition, we will discuss student's school placements. In-person seminars will give students an opportunity to engage with one another, the course director, and the course material. **Seminars will not be recorded and students are not able to attend remotely.**

Below is a recommended approach to the course:

1. Review all relevant material found within the weekly **pre-seminar eClass modules** prior to the scheduled in-person seminar time.
2. Complete the **pre-seminar eClass weekly quiz** on eClass prior to the scheduled in-person seminar time (**Deadline:** 11:00am on the day of the seminar).
3. Attend the weekly **In-Person Seminar** (Wednesdays at 11:30am).
4. Participate in the **Community Service Learning** placement.

Instructor and T.A. Information

Instructor: Heather Prime, PhD. Department of Psychology

Office Hours: Wednesdays 1:30-2:30pm, by appointment ;

Email: hprime@yorku.ca *Will reply within 48 hours.

T.A.: Gillian Shoychet, MA.

Role: All matters related to the Community Service Learning component of this course.

Office Hours: By appointment.

Email: gshoyche@yorku.ca

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology)
- HH/PSYC 2021 3.00 (Statistical Methods I) or 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 with 84+ credits complete

Course Credit Exclusions

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

Course website: [eClass](#)

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.

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), which gives students the opportunity to apply their developing knowledge and skills, while addressing community-identified needs. CSL opportunities must be mutually beneficial—the activities must benefit students' learning and the community.

The experiential education component in PSYC4460 involves volunteering as a mentor to an elementary or middle-school student, in one of the local public schools that are partnering with our program. Students will be expected to assist one child as prescribed by school staff for **2 hours per week** from October to March 2024 - 2025. 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 or a few child(ren), and studying their environment in depth, then relating this to theories and applications discussed in class. 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.

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, and 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., 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 (e.g., Vulnerable Sector Check; relationship awareness; professional boundaries; duty to report).

Required Text

Weis, R. (2021). Introduction to abnormal child and adolescent psychology (fourth edition). Thousand Oaks, CA: Sage. Available through the **eClass-integrated Day1Digital Ebook program** at York University Bookstore. **You can find the link and instructions on eClass.**

Course Requirements and Assessment:

Assessment	Date of Evaluation	Weighting
eClass Quizzes (drop lowest 2 grades)	Weekly (F/W).	10%
Seminar Participation (drop lowest 2 grades)	Weekly (F/W).	10%
Case Study Abstract & Presentation	Throughout the course: see eClass.	25%
Community Service Learning – Weekly Records	Weekly, starting in October. See eClass.	5%
Global Mental Health – Paper	November 27, 2024	25%
Community Service Learning – Lightning Talk and Peer Evaluation	Throughout March (see eClass)	25%
Total		100%

Description of Assignments

1) Weekly eClass Quizzes (10%). Students will learn much of the course content 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 In-Person Seminars. In order to encourage student engagement with pre-seminar materials on eClass, there will be **Weekly eClass Quizzes** that will assess student knowledge based on pre-seminar materials (i.e., textbook reading, pre-recorded lectures, multimedia links).

Weekly eClass Quizzes must be completed before the associated In-Person Seminar (i.e., the Module 1 quiz must be completed before the Module 1 In-Person Seminar). The quiz Module/Quiz will open one week before the seminar. **The deadline to complete weekly quizzes will be Wednesdays at 11:00am** (30 minutes prior to the start of In-Person Seminars), starting September 11, 2024 (second week of class). 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 In-Person Seminars, a subset of weekly quizzes will be used towards the final grade (**drop lowest 2 grades of the year**).

2) In-Person Seminar Attendance and Participation (10%). 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 11, 2024 (second week of class), attendance will be recorded and participation monitored (via iClicker polling). Students must participate in all iClicker polls in the class to get participation credit for that day.

Given that students may have unforeseen conflicts wherein they are unable to attend the In-Person Seminar, a subset of weekly participation will be used towards the final grade (**drop lowest 2 grades of the year**).

3) Case Study Abstract (5%) and Presentation (20%). Students will deliver an oral presentation during class of one of the clinical cases **provided by the instructor**. Students will present content for 15 minutes (MAX) and then facilitate a 5-minute Question and Answer period. Prior to each student's presentation, a 200-250 word written abstract will be submitted to the course director 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. However, the first submission will be the one that is graded (you will not submit a revised abstract).

The goal of the case 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. Details to follow on eClass.

4) Global Mental Health - Paper (25%). Dr. Amanda Sim will provide a guest lecture on October 30, 2024 on the topic of mental health in a global context. This will provide the foundational knowledge and framework for a Global Mental Health Reflection paper, wherein students will write a 5-page paper applying a culturally- and linguistically-diverse lens to mental health and evidence-based practice. Details to follow on eClass.

COMMUNITY SERVICE LEARNING EVALUATIONS

5) Community Service Learning – Weekly Records (Asynchronous) (5%).

Students are required to write a brief weekly record following placement days (2-3 sentences). Details to follow on eClass.

6) Community Service Learning – Lightning Talk/Poster and Peer Evaluation (25%).

The aim of this presentation is to summarize your experience in your placement setting. This will include two components: a description (setting, child, objectives), and an analysis (using empirical research and theory to analyze the child's presentation). The presentation will be brief (see eClass for details) and thus you will be challenged to present information in an engaging and succinct way. Skills to be assessed include your critical analysis and application of course material, your visual and creativity skills, and your oral presentation skills. In addition, students will provide peer evaluations to their peers.

Class Format and Attendance Policy

Students are expected to attend **In-Person Seminars** weekly. 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 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 2024-25](#)

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 [Undergraduate Fall/Winter 2024-2025 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	September 18	September 18	January 20
Last date to add a course with permission of instructor (also see Financial Deadlines)	October 2	October 16	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 7	March 14
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	November 9 – December 3	February 8- April 4	March 15- April 4

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

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, and engagement. **It is permitted to use eclass materials when completing weekly quizzes.**

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](#)

Generative AI

Generative Artificial Intelligence

According to [York's Senate Policy](#) on Academic Honesty, using an **undocumented or unreferenced** content generator, including the use of text-, image-, code-, or video-generating artificial intelligence (AI), to complete academic work is considered to be a breach of academic honesty (see section 5.2). As per section 6.2, it is the responsibility of students to follow their instructors' expectations for using text-, image-, code-, or video-generating AI.

Instructor expectations: Students are allowed to use text-, image-, code-, or video-generating AI on assignments in this course **if that use is properly documented and credited**. If you choose to use generative AI, in addition to providing documentation and

credit in-text and in the bibliography, you should **submit as an appendix a transcript of the conversation with generative AI.**

You are encouraged to keep all of your research notes and draft versions of your work. You may be asked to present these if it is suspected that an AI app was used to help complete your work, without appropriate credit and acknowledgement. These drafts can be used to show how this work developed, and to provide evidence that the work is your own.

Please be aware that generative AI is known to falsify references to other work and may fabricate facts and inaccurately express ideas. GenAI generates content based on the input of other human authors and may therefore contain inaccuracies or reflect biases. You are accountable for the content and accuracy of all work you submit in this class, including any supported by generative AI. Finally, most or all evaluations in this course rely heavily on your ability to integrate course content; relying on generative AI will put students at risk of missing important course content discussed in modules/seminars, which typically leads to a lower grade.

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 PSYC4460 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 eClass.

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 Session \(P.A.S.S.\)](#) 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 & 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 [Calumet and Strong Colleges Student Success Programs](#), please consult our websites ([Calumet College](#); [Stong College](#)), email us at scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), X (formerly Twitter: [Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#)
- Are you receiving our **weekly email** (Calumet and Stong Colleges - Upcoming evens)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact ccscadm@yorku.ca, and request to be added to the listerv.

Feel free to consult [additional resources and student supports at York University](#)