SPECIAL POPULATIONS 3B03E
Course Outline: Summer 2004

TIME: MONDAYS & WEDNESDAYS, 18h30 – 21h30 (June 21 - August 4, 2004)
LOCATION: Psychology Building, Room 154 (may change depending on enrolment)

Instructor: Susan Tasker
Office: Psychology Building Room 219
Office hours: By appointment
Phone: 905-525-9140 ext. 24798
E-mail: taskersl@mcmaster.ca

Required Text:


Chapters 1 to 5, 8 to 10, 12, 14 and 15 are required readings and will be covered in class.

Chapters 6, 7, 11, and 13 are also required readings but will not be covered directly in class. Rather, these four chapters will, effectively, be covered through: 1) the student being responsible for the reading of all four chapters in his/her own time; 2) student presentations (oral or poster) in class, Wednesday 28 July; 3) a broad review of the chapters by the instructor in class, Monday 2 August; and 4) students’ learning and revising when preparing for the final exam.

OVERVIEW & OBJECTIVES:

In this course we will approach the study of atypical development in the same way that I like to approach children’s typical development; that is, as the study of the child as a whole being. We will consider development as an ongoing and integrative process of growth and change across the five domains of development reflected in a child’s capabilities and behaviour. We will not focus specifically on specialized components or domains of development in isolation. Rather, we will work to understand the interplay of each of the five developmental domains – communicative, cognitive, adaptive-social, affective, and physical (a useful mnemonic is cc asap “copy to” “as soon as possible”) – within and across child development. We will use the same themes of typical development to organize our thinking and learning about atypical development. For example: What are the roles of nature and nurture? Does the child play an active role in development? The goal of the class is for students to leave with an appreciation for the following: 1) how processes thought to underlie typical development are used to explain both typical and atypical development, and similarly 2) how the study of atypical development informs and advances our understanding of typical development.
ASSIGNMENTS, EXAMS, AND GRADES:

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<thead>
<tr>
<th>Format</th>
<th>Date</th>
<th>Class #</th>
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<tbody>
<tr>
<td>1. Midterm Exam</td>
<td>Monday, July 12</td>
<td>7</td>
<td>25%</td>
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| Content: Classes 1 to 6, and Chapters 1 to 5
Format: 50 multiple choice questions (1 hour) |
| 2. Student Presentations | Wednesday, July 28 | 12      | 25%   |
| A self-selected topic drawn either from Class 9 (Hearing Loss and Deafness) or from Chapters 6 to 14 in the text. Presentation may be in either oral or poster format. Please refer to the Student Presentation handout/web posting. |
| 3. Final Exam        | Wednesday, August 4 | 14      | 50%   |
| Content A: Classes 6 to 11, and Class 13
Format: Multiple choice and short answers
Weight: 45% of Final Exam’s 50% |
| Content B: Class 14 (Student Presentations)
Format: Short answers and response/critique of in-class oral and poster presentations
Weight: 5% of Final Exam’s 50% |

Final marks will be translated into letter grade according to the following grading scheme:

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<tr>
<th>Percentage</th>
<th>Grade Point</th>
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<tbody>
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<td>90 – 100</td>
<td>12</td>
<td>A+</td>
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<td>85 – 89</td>
<td>11</td>
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<td>80 – 84</td>
<td>10</td>
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Students are reminded to read the Statement on Academic Ethics and the Senate Resolutions on Academic Dishonesty as found in the Senate Policy Statements distributed at registration and available at the Senate Office. Students who violate these statements will be treated in accordance with the published policy. In addition, it is assumed that in this class each student and I will act in a professional and honest manner, and that knowledge, ideas and opinions will be expressed and defended assertively and not aggressively.
COURSE OUTLINE:
This course outline is subject to change; however, any changes will be announced in class as soon as possible and ahead of time.

Where no elaboration of class content is provided, we will be following the assigned Wicks-Nelson and Israel (2003) chapter(s) closely in terms of class organization and content presentation.

CLASS 1: Monday 21 June, 2004
Required Reading:
- Chapter 1. Introduction

Class:
- Conceptualizing the child: Historical perspectives
- Themes and theories of development
- Main effects, interactional, and transactional models of development
- What is behaviour? Part I.
- Behavioural indicators of disorders
- Mental attributions, perceptions, and expectations
- Understanding incidence and prevalence

CLASS 2: Wednesday 23 June, 2004
Required Reading:
Chapter 2. Disordered Behaviour: The Developmental Psychopathology Perspective

Class:
- What is development and what develops?
- Continuity/discontinuity, growth and change
- Developmental domains, standards, and milestones

CLASS 3: Monday 28 June, 2004
Required Reading:
- Open [i.e., a reading may be suggested by the instructor, or the student can use the time to begin reading the four self-study chapters from the text (Chapters 6, 7, 11, and 13)]

Class:
- Psychopathological development
- Risk and resilience
- Attachment
- Temperament
- What is behaviour? Part II.

CLASS 4: Wednesday 30 June, 2004
Required Reading:
- Chapter 3. Influences and Risks in the Developmental Process
- Chapter 4. Research: Its Role and Methods
CLASS 5: Monday 5 July, 2004
Required Reading:
- Open [i.e., a reading may be recommended by the instructor, or the student can use the
time to continue reading self-study chapters from the text (Chapters 6, 7, 11, and 13)]

Class:
- Adaptive Development and Social Competence

CLASS 6: Wednesday 7 July, 2004
Required Reading:
- Chapter 5. Classification, Assessment, and Treatment

Class:
- Challenges of classification and intervention
- Assessment methods
- Treatment approaches

CLASS 7: Monday 12 July, 2004
Required Reading:
- Please scan-read Chapter 14: Psychological Factors Affecting Medical Condition

Class:
- Midterm Exam = 25%
- Brief overview of Chapter 14
- Introduction of permanent bilateral congenital hearing loss as a chronic condition

CLASS 8: Wednesday 14 July, 2004
Required Reading:
Chapter 15. Evolving Concerns for Youth
Chapter 10. Learning and Language Disorders

Class:
Related to Chapter 15
- Primary Prevention
- Secondary Prevention
  o Identification
  o Early Intervention
  o Parent-Child Interaction
- Tertiary Prevention

CLASS 9: Monday 19 July, 2004
Required Reading:
- Chapter 14: Psychological Factors Affecting Medical Condition (retroactive reading)
Guest Lecturers:
2) Marietta Colven – Educational Coordinator Preschool Home Visiting Program, Ontario Ministry of Education and Regional Infant Hearing Program, Ontario Ministry of Health and Long-term Care

CLASS 10: Wednesday 21 July, 2004
Required Reading:
- Chapter 12. Autism and Schizophrenia

Class:
- Presentation of research

CLASS 11: Monday 26 July, 2004
Required Reading:
- Chapter 8. Conduct Disorders
- Chapter 9. Attention-Deficit Hyperactivity Disorder
- Review lecture notes from Class 5 (Monday July 5, 2004)

CLASS 12: Wednesday 28 July, 2004
Required Reading:
- Self-study chapters from the text (Chapters 6, 7, 11, and 13)

Class:
- Student Presentations (oral or poster) = 25%
- Hand in questions for review in class Monday 2 August

CLASS 13: Monday 2 August, 2004
Required Reading:
- Focused and critical reading of self-study chapters from the text (Chapters 6, 7, 11, and 13)

Class:
- Broad take-home points on self-study chapters from the text (Chapters 6, 7, 11, and 13)
- Review Session: Response to student questions submitted in hard copy in class Wednesday 28 July, or by e-mail no later than Friday July 30th midnight.

CLASS 14: Wednesday 4 August, 2004
- Final Exam = 50%
- 3 hours

“To whom much is given, from whom much is expected.”
~ Frank Corning, Sport Psychology KIN3MO3, Summer 2000, McMaster University ~

SLT
June 10, 2004