

## PSYCH 3B03, Special Populations, Term 1, Fall 2007

**Instructor:** Dr. Louis Schmidt, email: [schmidtl@mcmaster.ca](mailto:schmidtl@mcmaster.ca)  
**Office:** Room 405, Psychology Building  
**Hours:** 9:30 am to 10:30 am, Tuesdays & Thursdays & by appointment  
**Phone:** (905) 525-9140, extension 23028  
**TAs:** Diana Carbone & Matilda Nowakowski, ext 24798; office hours to follow

**Overview:** The course is intended to provide an overview of theory and research in areas of atypical physical, behavioural, and emotional development in children, including topics related to developmental disability, perceptual or cognitive handicap, behavioural and socio-emotional disorders. The course will include lecture materials drawn from the required text, assigned readings, videos, and various laboratory studies presented in class. A copy of the required text and assigned readings are on reserve in the Mills Library. This class will meet on Tuesday, Thursday, and Friday mornings from 8:30 to 9:20am. Please note that the instructor cannot return long distance telephone calls. Accordingly, please use email or available office hours.

**Prerequisite:** PSYCH 3GG3 or 3N03 (and 6 additional units from other courses – see Calendar)

**Required Text:** Wicks-Nelson, R. & Israel, A.C. (2006). Behavior disorders of childhood. (6<sup>th</sup> ed.) New Jersey: Prentice Hall.

**Evaluation:** Evaluation will be based on: a short review paper (5 to 7 pages), two in-class examinations, and a cumulative final exam. The format of the exams will be multiple choice and short answer. The in-class examinations will be administered during regular class times as noted on the reverse page. The final exam will be **CUMULATIVE**, and the date will be announced by the registrar.

### **Grading Scale:**

Paper = 20%  
Exam 1 = 25%  
Exam 2 = 25%  
Final Exam = 30%

100-90 = A+	79-77 = B+	69-67 = C+	59-57 = D+	49-0 = F
89-85 = A	76-73 = B	66-63 = C	56-53 = D	
84-80 = A-	72-70 = B-	62-60 = C-	52-50 = D-	

**Policy Reminder on Academic Dishonesty:** Academic dishonest consists of misrepresentation by deception or by fraudulent means and can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: Grade of F assigned for academic dishonesty), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at [http://www.mcmaster.ca/senate/academic/ac\\_integrity.htm](http://www.mcmaster.ca/senate/academic/ac_integrity.htm) The following illustrates only three forms of academic dishonesty: 1) Plagiarism, e.g., the submission of work that is not one's own for which other credit has been obtained; 2) improper collaboration in group work; and 3) copying or using unauthorized aids in tests and examinations.

**Policy on Make-Up Exams:** Make-up exams will be allowed only in the case of extreme circumstances.

Course Outline:

**WEEK DATE**

**TOPIC**

- 1 9/6,7 Introduction (Chapter 1)  
Introduction to class, and course expectations  
**Assigned Reading:** Brown, B. (1999). Optimizing expression of the common human genome for child development. Current Directions in Psychological Science, 8, 37-41.
- 2 9/11,13,14 The Developmental Psychopathology Perspective (Chapter 2)  
**Video:** *The Study of Behavior: John B. Watson (1919)*.  
**Assigned Reading:** Kantrowitz, B. (Special Issue; Fall/Winter 2000). Birth to Three. Newsweek Article
- 3 9/18,20,21 Influences and Risks in the Developmental Process (Chapter 3)  
**Video:** *The Baby Human Series*  
**Assigned Reading:** Wingert, P., & Brant, M. (August 15, 2005). Your Baby's Brain. Newsweek Article
- 4 9/25,27,28 Research: Its Role and Methods (Chapter 4)  
Empirical Examples from Laboratory
- 5 10/2,4,5 Classification, Assessment, and Treatment (Chapter 5)  
**Video:** *Our Pill Epidemic*
- \*\*\*\*\* **Thursday, October 4, 2007, EXAM I (CHAPTERS 1-4) \*\*\*\*\***
- 6 10/9,11,12 Anxiety Disorders (Chapter 6); Empirical Studies from Laboratory  
**Videos:** *Oh Baby! "To Feel"; and Lab Videos*  
**Assigned Reading:** Rosenbaum, J.F. et. al. (1991), Behavioural inhibition in children: A possible precursor to panic disorder or social phobia. Journal of Clinical Psychiatry, 52, 5-9.
- 7 10/16,18,19 Mood Disorders (Chapter 7); Empirical Studies from Laboratory
- 8 10/23,25,26 Conduct Disorders (Chapter 8); Empirical Studies from Laboratory  
**Assigned Reading:** Raine, A. (1996). Autonomic nervous system factors underlying disinhibited antisocial and violent behaviour. Annals of the NY Acad of Sciences, 794, 46-59.
- 9 10/30,11/1,2 Attention-Deficit Hyperactivity Disorder (Chapter 9)  
**Assigned Reading:** Panksepp, J. (1998). Attention deficit hyperactivity disorders, psychostimulants, and intolerance of childhood playfulness. Curr Dir in Psych Sci, 7, 91-98.
- \*\*\*\*\* **Thursday, November 8, 2007, EXAM II (CHAPTERS 5-8) \*\*\*\*\***
- 10 11/6,8,9 Language and Learning Disorders (Chapter 10)  
Empirical Studies from Laboratory
- 11 11/13,15,16 Mental Retardation (Chapter 11); Empirical Studies from Laboratory  
**Video:** *Genie: A Life of a Wild Child*
- 12 11/20,22,23 Autism and Schizophrenia (Chapter 12); Empirical Studies from Laboratory  
**Assigned Reading:** Cowley, G. (July 31, 2000). Understanding Autism. Newsweek Article.
- 13 11/27,29,30 Special Topics in Special Populations; **Review Papers Due Final Class; Review Session**

\*\*\*\*\* **FINAL EXAM, CUMULATIVE (Chapters 1-12), DATE AND TIME TO BE ANNOUNCED\*\*\*\*\***

