

PSYCH 3B03, Special Populations, Term 1, Fall 2009

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Office: Room 405, Psychology Building
Hours: 11:30 am to 12:30 pm, Mondays & Wednesdays & by appointment
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TAs: Sophia Fanourgiakis, Laura Gibson, Lauren Jenkins

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, and behavioural and socio-emotional disorders. The course will include lecture materials drawn from the required text, videos, and various laboratory studies presented in class. A copy of the required text is on reserve in the Mills Library. This class will meet on Monday, Wednesday, and Thursday mornings from 10:30-11:20am. 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. (2009). Abnormal child and adolescent psychology. (7th ed.) New Jersey: Prentice Hall.

Evaluation: Evaluation will be based on two in-class examinations and a cumulative final examination. 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 examination will be **CUMULATIVE**, and the date will be set and announced by the registrar.

Grading Scale:

Exam 1 = 25%
Exam 2 = 25%
Final Exam = 50%

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 Regarding Changes to Course: The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

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 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 and with proper documentation from your Faculty office.

Course Outline:

WEEK DATE

TOPIC

1	9/10	Course Overview and Expectations
2	9/14,16,17	Introduction (Chapter 1)
3	9/21,23,24	The Developmental Psychopathology Perspective (Chapter 2) Video: <i>The Baby Human Series</i>
4	9/28,30, 10/1	Biological and Environmental Contexts of Psychopathology (Chapter 3) Empirical Studies from Laboratory Video: <i>The Study of Behavior: John B. Watson (1919).</i>
5	10/5,7,8	Research: Its Role and Methods (Chapter 4) Empirical Examples from Laboratory
6	10/12,14,15	Classification, Assessment, and Intervention (Chapter 5) Video: <i>Our Pill Epidemic</i> NO CLASS, Oct 12; Thanksgiving Holiday

******* Thursday, October 15, 2009, EXAM I (CHAPTERS 1-4) *******

7	10/19,21,22	Anxiety Disorders (Chapter 6); Empirical Studies from Laboratory Videos: <i>Oh Baby! "To Feel";</i> and <i>Lab Videos</i>
8	10/26,28,29	Mood Disorders (Chapter 7) Empirical Studies from Laboratory
9	11/2,4,5	Conduct Problems (Chapter 8) Empirical Studies from Laboratory
10	11/9,11,12	Attention-Deficit Hyperactivity Disorder (Chapter 9) Empirical Studies from Laboratory

******* Thursday, November 12, 2009, EXAM II (CHAPTERS 5-8) *******

11	11/16,18,19	Language and Learning Disabilities (Chapter 10) Empirical Studies from Laboratory
12	11/23,25,26	Mental Retardation/Intellectual Disabilities (Chapter 11) Empirical Studies from Laboratory Video: <i>Genie: A Life of a Wild Child</i>
13	11/30, 12/2,3	Pervasive Developmental Disorders and Schizophrenia (Chapter 12) Empirical Studies from Laboratory LAST CLASS, Dec 3; Review Session for Final Examination

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