Psychology 450
Developmental Disorders and Learning Disabilities

Spring 2016: CLE C113
Mon: 10-11:20
Thurs: 10-11:20

Instructor: Dr. Louise Fennell
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Office Hours: Thurs 9-10 am
Office: COR A214

Teaching Assistant: Carrie Kobelsky
Email: carrie.kobelsky@gmail.com

Course Description: (from course calendar)
Survey of a number of learning and developmental disorders. Discussion of etiologies, assessment procedures, current education/treatment approaches, and in-depth examination of underlying brain function. Emphasis on role of early environment in brain developmental and learning disorders. It is recommended that non-psychology students have a strong background in the biological sciences.

Prerequisites: Psyc 300A, 351B and 338 OR 100A/B, 215A or 251, and 315 or 335 or 351B, and third year standing. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

It is students’ responsibility to check their registration status by the drop deadline of January 17 (last day to receive 100% of their fees back), to ensure they are registered only in courses they have been attending. Feb. 29 is the last day to drop courses with 0% fees back. The last day to add courses online is January 20 for courses that begin in the second term. Undergrad course adds after this date will require an Undergraduate Course Change form and are subject to the approval of the Director of the Academic Advising Centre

Course Objectives: This course uses a developmental and neuropsychological framework to study major cognitive disorders manifested by children and adolescents, such as intellectual disability, autism, language delay/impairment, learning disabilities, fetal alcohol spectrum disorders and traumatic brain injury. Cognitive disorders are viewed in the context of the normal development of language, memory, attention, reading, quantitative abilities, and executive functions. Students enrolled in the course will learn about the assessment, classification, outcome, remediation, and education of the major cognitive disorders manifested by children and adolescents.

1. Increase awareness of the impact of developmental disorders on the lives of children and families living with various neurodevelopmental disorders and learning disabilities;
2. Increase knowledge regarding brain development and how impacts on early brain development are associated with various developmental disorders or learning disabilities;
3. Increase knowledge of the types of genetic disorders, define epigenetics and understand their relevance to and how they are associated with developmental disabilities;
4. Develop familiarity with several high incidence neurodevelopmental disorders as well as key low incidence disability conditions;  
5. Develop familiarity with the use of neuropsychological test measures for assessment of children’s cognitive skills and unique learning profiles;  
6. Define diagnostic considerations and treatment options for neurodevelopmental disorders covered in the course and improve knowledge of changes in diagnoses (DSM V) content relevant to developmental disabilities;  
7. Learn information on how children with developmental disorders are qualified for additional services within BC’s schools.

General Comments:  
As a fourth year seminar course, considerable emphasis is placed on your ability to demonstrate skills that would be useful for pursuing graduate school training and/or a relevant career in a human service profession. These include being able to think beyond the specifics of the material presented in class, and becoming responsible for self-directed learning.

Course Participation:  
Seminar style classes rely on discussion. The value of our seminar depends on what you bring to it; each member of the class is personally responsible for the quality of the learning experience. If you cannot commit to active participation throughout the entire duration of this term, it would be wise to re-consider your decision to enroll in this course. To participate fully:  
(i) complete all assigned readings before we meet;  
(ii) participate in the course forums;  
(iii) contribute without dominating discussions;  
(iv) help foster a respectful climate in which opinions can be shared without fear of ridicule.

Evaluation:  
Course evaluation will be made up from a combination of sources. Evaluation will include several types of learning activities. The specific ‘format’ for each type evaluation will be described at the start of the activities, along with specific details on grading schemes.

Distribution of percentage of class grade by type of activity will be as outlined below:

(a) 20% - Class participation  
a. Journaling: For self-reflective learning – 5%  
Students will complete a total of 3 journal entries throughout the semester. These will be brief notes that students make on new things they have learned and questions that have come to mind secondary to the readings, discussions, videos or presentations. These are meant as an assessment of participation in the material, and not handing in a journal on time will result in zero-mark for the journal for that time period. Late journals are not acceptable even with an academic concession, so opportunity to make up a late journal will require writing of a short paper.

b. Class Online Forums/In Class Participation: For interactive learning – 15%  
Some weeks a class forum will be posted. Students will access the forum information on CourseSpaces and respond to questions and discussion issues by posting responses to the forum. Missed forums are like missing a class. There is no make-up credit available. Missed
forums will receive a mark of 0 points. In class participation is also encouraged.

(b) 50% - Major Assignments

- Experiential learning opportunity – 20%
  Each student will interview someone who works with or interacts closely with children with a developmental disorder or learning disability. This could include anyone from a number of professions (e.g., special education teacher, psychologist, speech pathologist, occupational therapist, physical therapist), a parent or caregiver, or paraprofessional (such as a key worker, Educational Assistant, community agency worker, others as approved by instructor). The purpose of this assignment is to understand an area of disability or the opportunities and challenges of a particular role of an individual working with a child with a developmental disorder or learning disability. Students will identify a person to interview, develop a basic set of questions, and summarize their findings in a brief report (4-5 pages in length). These will be due immediately following the February reading break. Further details about this activity will be posted on CourseSpaces.

(c) Group Project – 30%

- Students will work in groups of 4 to create short video presentations (10-15 minutes) that will be posted to CourseSpaces. Presentations will be peer and instructor reviewed for reliable content, quality of commentary, clarity of presentation, organization, and creativity/interest keeping of the presented topic. As well, a brief 1 page information sheet with major points from the video and a list of references will be made available to the instructor and peers. More information on topics, format, and goals of the presentation will be made available in CourseSpaces. These presentations will be scheduled and viewed online during the last 2 weeks of class. Content from the presentations will be included in the final quiz.

(d) Formal Evaluation - Quizzes – 30%

- 3 quizzes (10% each) will be given during the semester. Quizzes will contain both short essay and multiple choice type questions. Missed quizzes will be given a mark of 0 points. Individuals with approved academic concession will take an alternative make-up exam that may contain longer essay type questions. Quizzes will be based on course readings and lecture materials. The final quiz will include content from student presentations.

Readings:

Purchasing a book will not be required for this course. Course readings will be from several textbooks. In general these will be books that are available in an electronic format from the library. There will be occasional readings that I post that are from sources that may not be available at the library. The texts we will primarily draw from in this course are:

- Child neuropsychology: Assessment and Interventions for Neurodevelopmental Disorders: Authors: M. Semrud-Clikeman & P. A. Teeter Ellison
  This is available as an electronic text available from the library at:
  http://ezproxy.library.uvic.ca/login?url=http://dx.doi.org/10.1007/978-0-387-88963-4

- Neurodevelopmental Disabilities: Clinical Care for Children and Young Adults
  This is available as an electronic text available from the library
Pediatric Neuropsychology: Research, Theory, and Practice: Editors: K.O. Yeates, M.D. Ris, H.G. Taylor & B.F. Pennington
This is available as an electronic text from the library at:

Chapters that are assigned can be read online, or can be downloaded to your own computer. You can also download the entire book at the beginning of the course to your computer. These books are also available in hard copy through order at the bookstore or Amazon.ca. While you not required to purchase these texts, they are available should you choose to do so. Finally, other required readings will be made available to you as needed, primarily through web links as pdf files.

Course Outline:
This course will be delivered as a hybrid course with an online component. This option was selected to deal with schedule conflicts, as well as to provide students with an opportunity to interact with the course materials and their classmates in multiple ways. Online courses and those with an online component can also facilitate student and instructor discussion. The class will meet in person on Thursday from 10:00-11:20 in CLE C113, unless otherwise indicated. The Monday class will occur primarily as an on-line component, to be completed BEFORE the next class. If the Thursday class is online, it is expected that the material will be completed before the next in person class. However, there will be meetings in class on some Mondays, as indicated in the schedule below. Please always double check the outline to be sure. Students will need to access CourseSpaces regularly in order to participate in forums, access readings etc. Readings for each week will be linked on CourseSpaces.

DATES            TOPICS
Mon. Jan. 4th    Welcome. Course Introduction and Overview. Introduction to Neurodevelopmental Disorders.
                 Journal #1 Assigned on CourseSpaces – Due Friday, Jan. 8th.
Thurs. Jan. 7th  Introduction to Neurodevelopmental Disorders continued
Mon. Jan. 11th   In Class. Brain Development.
Mon. Jan. 18th   Online. Genetics and Developmental Disorders.
Mon. Jan. 25th   Quiz #1. In Class.
Mon. Feb. 1st    Online. Prenatal Exposures. Spotlight on FASD.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>Mon. Feb. 8th</td>
<td>Reading break</td>
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<td>Thurs. Feb. 11th</td>
<td>Reading break</td>
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<td>Mon. Feb. 15th</td>
<td><strong>Online. Acquired Disorders. Spotlight on Traumatic Brain Injury</strong></td>
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<td><strong>Interview Assignment due</strong></td>
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<td>Thurs. Feb. 18th</td>
<td>Acquired Disorders Continued: TBI, Brain Tumors.</td>
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<td>Mon. Feb. 22nd</td>
<td><strong>Online. Autism Spectrum Disorders.</strong></td>
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<td>Mon. Feb. 29th</td>
<td><strong>Quiz #2. In Class.</strong></td>
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<td>Journal #2 assigned on CourseSpaces. Due on Friday, March 4th.</td>
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<tr>
<td>Mon. March 7th</td>
<td><strong>Online. Learning Disabilities.</strong></td>
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<td>Thurs. March 10th</td>
<td>Attention Deficit Disorder</td>
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<td>Mon. March. 14th</td>
<td><strong>Online. Attention Deficit Disorder</strong></td>
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<td>Thurs March 17th</td>
<td><strong>Online. Genetic Neurodevelopmental Disorders. Spotlight on</strong></td>
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<td></td>
<td>Fragile X Syndrome.</td>
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<td>Mon March 21st</td>
<td><strong>Online. Genetic Neurodevelopmental Disorders continued.</strong></td>
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<td><strong>Video Presentations due.</strong></td>
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<td>Thurs March 24th</td>
<td><strong>Online. Student presentations A, B, C.</strong></td>
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<td>Reflections due for groups A, B, C.</td>
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<td>Mon March 28th</td>
<td>Easter Monday, no class.</td>
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<tr>
<td>Thurs March 31st</td>
<td><strong>Online. Student presentations D, E, F.</strong></td>
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<td></td>
<td>Reflections due for groups D, E, F.</td>
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<tr>
<td>Mon April 4th</td>
<td><strong>In class. Quiz #3.</strong></td>
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<td></td>
<td>Journal #3 assigned on CourseSpaces. Due on Friday, April 8th.</td>
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Grading Policy:
In assigning grades, per university policy, I will round grades 3 places beyond the decimal. For example, if you received a grade of 98.268 your grade would be raised to a 98.27, not to a grade of 98.3. Grades at the .5 will be rounded up. Please be aware that this is NOT a course in which the majority of students will get a first class grade (e.g., in the A range). I will adhere to the following grading rubric in assigning grades, based on university policy. The expanded definitions of performance anticipated at each grade level are presented below. Please be aware that I will not change grades based on students’ desires to improve their chances for obtaining a position in graduate school, or because they are ‘close’ to a different grade, because this is not fair to all students in the course.

Grade chart.

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<tr>
<th>Percentage</th>
<th>Letter</th>
<th>Grade Definitions</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.</td>
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<tr>
<td>85-89</td>
<td>A</td>
<td>Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.</td>
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<tr>
<td>80-84</td>
<td>A-</td>
<td>Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.</td>
</tr>
<tr>
<td>77-79</td>
<td>B+</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
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<tr>
<td>73-76</td>
<td>B</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
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<tr>
<td>70-72</td>
<td>B-</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
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<tr>
<td>65-69</td>
<td>C+</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
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<tr>
<td>60-64</td>
<td>C</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
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<tr>
<td>50-59</td>
<td>D</td>
<td>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
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<tr>
<td>0-49</td>
<td>F</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.</td>
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<td></td>
<td>N</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
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Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see pages 220-222 of the UVic Calendar 2015-16.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction (See UVic Calendar, 2015-16, p. 36)

What to do if you miss an exam other than one scheduled during the formal examination period

Do not apply at Records Services for a "Request for Academic Concession". Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

What to do if you miss an exam scheduled during the formal exam period

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

OR, you can download the Request for Academic Concession form here: [http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf](http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf)

What to do if you require additional time to complete course requirements

Apply at Records Services for a “Request for Academic Concession”, normally within 10
working days of the end of the formal examination period. Records Services will forward
the form to the instructor. If the concession is granted the instructor will determine how to
deal with the situation. Where a concession is not applied for or where such application is
denied, an N grade will be entered on the student’s academic record.
OR, you can download the Request for Academic Concession form here:
http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

Policy on Academic Integrity including Plagiarism and Cheating
The Department of Psychology fully endorses and intends to enforce rigorously the Senate
Policy on Academic integrity (http://web.uvic.ca/calendar2015-09/FACS/UnIn/UARe/PoAcI.html
, p. 33-35, UVic Calendar 2015-16). It is of utmost importance that students who do their work
honestly be protected from those who do not. Because this policy is in place to ensure that
students carry out and benefit from the learning activities assigned in each course, it is
expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not
someone else’s. There are proper procedures for citing the works of others. The
student is responsible for being aware of and using these procedures.

2. **Multiple Submission.** Only under exceptional circumstances may a work submitted to
fulfill an academic requirement be used to satisfy another similar requirement. The
student is responsible for clarifying this with the instructor(s) involved.

3. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of
data, use of commercially prepared essays, using information from the Internet without
proper citation, citing sources from which material is not actually obtained, etc.

4. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work
of others in or out of class; you may not give your work to others for the purpose of
copying; you may not use unauthorized material or equipment during examinations or
tests; and you may not impersonate or allow yourself to be impersonated by another at
an examination. The Department of Psychology has a policy of not making old
examinations available for study purposes. Therefore, use of old exams without the
express written permission of the instructor constitutes cheating by the user, and
abetting of cheating by the person who provided the exam.

5. **Being an Accessory to Offences.** This means that helping another student to cheat
(for instance, by showing or communicating to them answers to an assignment, or by
allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may
include the assignment of seating for examinations, asking students to move during
examinations, requests to see student identification cards, and other measures as appropriate.
Instructors also have available to them a variety of tools and procedures to check for Internet
and electronic media-based cheating. In instances of suspected or actual plagiarism or
cheating, instructors, following prescribed procedures, are authorized to take steps consistent
with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 33-35 in 2015-16).

The definitive source for information on Academic Integrity is the University Calendar (p. 33-35 in 2015-16) (http://web.uvic.ca/calendar2015-09/FACS/UnIn/UARE/PoAcI.html)

Other useful resources on Plagiarism and Cheating include:
2. The Ombudsperson’s office:
   http://www.uvss.uvic.ca/ombudsperson/pubsquides/plagiarism.pdf
3. The English Department: http://web.uvic.ca/wguide/Pages/CitPlagiarism.html