Text (Suggested): There is no specific textbook for this course. Readings will be distributed in class as needed.

Course Description

A developmental disability, as defined under the *Child and Family Services Act*, is "a condition of mental impairment, present or occurring during a person's formative years that is associated with limitations in adaptive behaviour."

The purpose of this course is to introduce concepts, theory, and research findings central to the study of developmental and learning disorders. Specifically the course will focus on reviewing the 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.

Other key topics will be included, such as, but not limited to: DSM-5 diagnosis (controversies); the role of biological, psychological, and social factors in prevention, diagnosis, treatment, as well as impact upon the individual, family, community; common tools used to measure specific competencies; the debate of inclusion versus segregation; and possible gaps in current knowledge.

Prerequisites

The pre-requisites for this course are all of PSYC 300A, PSYC 338, PSYC 351B. Pre- or Co-requisite is PSYC 300B.

Those who complete courses without prerequisites are not exempt from having to complete the prerequisite course(s) at some later date if such courses are required for the degree program.

Evaluation and Grading Policy

Students will be graded on their performance on 2 exams, a number of assignments, and a class presentation.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Date</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>October 22</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>December 3</td>
<td>15%</td>
</tr>
<tr>
<td>Assignments</td>
<td>Various dates – see</td>
<td>40%</td>
</tr>
<tr>
<td>below</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>Beginning October 1</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>Throughout the term</td>
<td>10%</td>
</tr>
</tbody>
</table>

A+ 90 – 100%  B+ 77 – 79%  C+ 65 – 69%  F < 49.5%
A 85 – 89%    B 73 – 76%    C 60 – 64%    D 50 – 59%
A- 80 – 84%   B- 70 – 72%   D 50 – 59%

EVALUATION:

1. Assignments: There will be *four* written assignments (10% each). Each assignment will involve preparing a short discussion paper (*maximum = three* double-spaced pages) on topics / controversies presented in class. They are due on: (choose 4 of the dates) September 17, 24, October 1, 22, 29, November 5, 19, 26, 2018.

TOTAL VALUE: 40%
2. Examinations: There will be two short answer examinations covering information presented in class and in case examples.

Examinations: **October 22 and December 3, 2018.** (15% each)

TOTAL VALUE: 30%

3. Oral Seminar Presentation:

During the first class a schedule will be determined. Topics will be suggested but include: **Disordered Eating** (e.g., Pica and ruminative vomiting), **Sexual Offenses, Aggression and Restraints, Touch for Comfort, Mental Health (anxiety, depression, bipolar disorder), Housing/Programs.** Further details will be presented in class but each day a group students will be leading the class in a discussion. There will be 5 to 7 groups and the first presentation will be on October 1.

A week prior to the presentation a list of questions for classmates must be submitted to the instructor via email for distribution to the class.

A short written summary will be submitted to the class at the end of the presentation, highlighting key points. (Send to the instructor beforehand for printing.)

TOTAL VALUE: 20%

4. **As this is a 4th year seminar course attendance is essential as is ongoing participation in class discussions.**

TOTAL VALUE: 10% as assessed through the daily contributions as well as short reflection entries to be completed and submitted at the end of each class except for exam dates.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 10</td>
<td>Introduction to course&lt;br&gt;Introduction to Normal and Abnormal Development</td>
</tr>
<tr>
<td>September 17</td>
<td>Prenatal, Postnatal, Brain Development</td>
</tr>
<tr>
<td>September 24</td>
<td>Genetics, Neuropsychology + Assessment</td>
</tr>
<tr>
<td>October 1</td>
<td>Intellectual Disorders</td>
</tr>
<tr>
<td></td>
<td>(No Class October 8, 2018 – Thanksgiving)</td>
</tr>
<tr>
<td>October 15</td>
<td>Learning Disabilities</td>
</tr>
<tr>
<td>October 22</td>
<td><strong>EXAMINATION #1 (15%)</strong></td>
</tr>
<tr>
<td>October 29</td>
<td>Physical and Mental Health&lt;br&gt;(e.g., sleep and eating patterns)</td>
</tr>
<tr>
<td>November 5</td>
<td>Acquired Disorders</td>
</tr>
<tr>
<td></td>
<td>(No Classes November 12, 13, 14, 2018 – Reading Break)</td>
</tr>
<tr>
<td>November 19</td>
<td>Risk and Treatments</td>
</tr>
<tr>
<td>November 26</td>
<td>Community Action</td>
</tr>
<tr>
<td>December 3</td>
<td><strong>EXAMINATION #2 (15%)</strong></td>
</tr>
</tbody>
</table>
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 305-308 of the UVic Calendar January 2018.

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, January 2018, p. 46-47)

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

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the date of the exam. 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 miss an exam other than one scheduled during the formal exam 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 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 course. 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)
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 (https://web.uvic.ca/calendar2018-01/undergrad/info/regulations/academic-integrity.html#, p. 42-45, UVic Calendar January 2018). 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 offenses 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. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **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.

4. **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.

5. **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.

6. **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. 43-44 in January 2018).

**The definitive source** for information on Academic Integrity is the University Calendar (p. 42-45 in January 2018) (https://web.uvic.ca/calendar2018-01/undergrad/info/regulations/academic-integrity.html#)

**Other useful resources on Plagiarism and Cheating include:**

1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson’s office: [http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf](http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf)
A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

**Social Life, Friends, & Community at UVic:**
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.
https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php

**Counselling Services:**
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. [www.uvic.ca/services/counselling/](http://www.uvic.ca/services/counselling/)

**Health Services:**
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.  
[www.uvic.ca/services/health/](http://www.uvic.ca/services/health/)

**Centre for Accessible Learning:**
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [www.uvic.ca/services/cal/](http://www.uvic.ca/services/cal/). The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

**Elders' Voices:**
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.  
[www.uvic.ca/services/indigenous/students/programming/elders/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

**Mental Health Supports and Services:**
Mental health supports and services are available to students from all areas of the UVic community: [www.uvic.ca/mentalhealth/undergraduate/](http://www.uvic.ca/mentalhealth/undergraduate/)