

PSYCHOLOGY 450
Developmental and Learning Disabilities

Session: Spring 2022

Time: Tuesday, Wednesday, Friday 9:30 to 10:20
Room: Clearihue D 125
Instructor: Dr. JLBain
Office Hours: T/W/F: 11:00 to 12:00

Office: Cornett A 213
Phone: 472-4491

Textbook: 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. The instructor will be responsible for presentations on topics in terms of biological, learning, developmental, humanistic, and cross-cultural perspectives. Clinical vignettes will be used to help this understanding. This is also a student-driven course with each student involved in a class presentation.

ATTENDANCE IS MANDATORY.

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

Students who remain in courses for which they do not have the prerequisites do so at their own risk. 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 3 exams (short answer), a number of group assignments and a presentation.

<u>Evaluation</u>	<u>Date</u>	<u>Percentage of Grade</u>
Exam 1	Tuesday, Feb 8 – due Friday, Feb 11	15%
Exam 2	Tuesday, March 15 – due Friday, March 18	15%
Exam 3	Wednesday April 6	15%
Concept Summaries	ongoing throughout the term	30%
Presentation	determined in first week of classes	25%

1. Exams

Knowledge of the presentations and lectures will be assessed through **THREE** exams. Two will be in the format of a take home exam (distributed only IN CLASS on a Tuesday and due on the subsequent Friday). This is an individual project: there will be several topics to choose from and the final version is due as a hard copy at the beginning of assigned Friday class. The final in-class exam will include short answer/essay questions based upon issues discussed in class. It is the student's responsibility to attend in-class exams as scheduled. Students who miss an in-class exam will receive a mark of zero unless they have a case of documented illness or family emergency.

TOTAL VALUE: 45%

2. Concept Summaries

Throughout the term each student will be required to complete 8 of 10 assigned in-class/ out-of-class summaries of key points raised, addressing salient facts and controversies (3.75% each). This will begin WEEK #1 of lecture and thus be held in the week of January 11, 18, 25, February 1, 8, 15, March 8, 15, 22, 29, 2022. There is no outside class preparation for these assignments.

TOTAL VALUE: 30%

3. Presentation

Using case studies is an informative tool for understanding processes in development. Small groups will present a case study to the class. A week before the presentation you will supply content of the case study as well as questions about the case that will guide your discussion with the rest of the class. These will be submitted to the instructor for distribution to the class. A week following your presentation you will submit a paper summarizing the case but with a focus on key points raised in the presentation and ideas for improvements, expansions, elaborations for a hypothetical representation (5 to 7 pages in length). You will have 25 minutes for presentation and allow 20 minutes for discussion. Dates for the presentations will be finalized within the first three weeks of classes. These presentations will be held throughout the term.

Presentation: 15%

Paper: 10%

TOTAL VALUE: 25%

Tentative Schedule (Subject to Change)

<u>Date</u>	<u>Topic/Activity</u>
January 11-12	Introduction to course Introduction to Normal and Abnormal Development
January 14 - 21	Prenatal, Postnatal, Brain Development
January 25 – Feb. 4	Genetics, Neuropsychology + Assessment
<u>February 8</u>	<u>Take Home Exam #1 (15%) – DUE FEBRUARY 11 IN CLASS</u>
February 11	Open Topic
February 15 - 18	Physical and Mental Health (e.g., sleep and eating patterns)
(No Classes at U.Vic February 21 to 25, 2022 – Reading Break)	
March 1 – 11	Acquired Disorders
<u>March 15</u>	<u>Take Home Exam #2 (15%) – DUE MARCH 18 IN CLASS</u>
March 18	Open Topic
March 22 – April 5	Risk and Treatments / Community Action
<u>April 6</u>	<u>Examination #3 (15%) – WRITTEN IN CLASS</u>

Important Course Policy Information
Spring 2022

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 the UVic Calendar January 2022.

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

- 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>

- 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>

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://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. 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. **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. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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 January 2021.

The definitive source for information on Academic Integrity is the University Calendar **Other useful resources on Plagiarism and Cheating include:**

1. The Ombudsperson's office: <https://uvicombudsperson.ca/tips/plagiarism/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf



BE WELL

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/

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/

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/. 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/

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/

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp