Textbook: There is no specific textbook for this course. Readings and handouts 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.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Date</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>Monday February 13 – due Thursday, Feb 16</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>Monday, March 13 – due Thursday, March 16</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>Thursday, April 6</td>
<td>15%</td>
</tr>
<tr>
<td>Round Table Discussions</td>
<td>ongoing throughout the term</td>
<td>25%</td>
</tr>
<tr>
<td>Presentation</td>
<td>determined in first three weeks of classes</td>
<td>20%</td>
</tr>
</tbody>
</table>

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 Monday and due on the subsequent Thursday). 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 Thursday 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: 55%
2. Round Tables
Throughout the term each student will be required to complete 10 assigned in-class/ out-of-class summaries of key points raised, addressing salient facts and controversies (2.5% each). This will begin WEEK #1 of lecture and thus be held in the week of January 9, 16, 23, 30, February 6, 13, 27, March 6, 12, 20, 2023. There is no outside class preparation for these assignments.

**TOTAL VALUE: 25%**

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 the entire class for your presentation and class discussion. Dates for the presentations will be finalized within the first three weeks of classes. These presentations will be held throughout the term. (no more than 3 students per group but there may be less / done individually)

**TOTAL VALUE: 20%**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 9 - 12</td>
<td>Introduction to course</td>
</tr>
<tr>
<td></td>
<td>Introduction to Normal and Abnormal Development</td>
</tr>
<tr>
<td>January 16 - 23</td>
<td>Prenatal, Postnatal, Brain Development</td>
</tr>
<tr>
<td>January 26 –</td>
<td>Physical and Mental Health</td>
</tr>
<tr>
<td>February 13</td>
<td>(February 16 is an open topic)</td>
</tr>
<tr>
<td></td>
<td>(e.g., sleep and eating patterns)</td>
</tr>
<tr>
<td>February 13</td>
<td>Take Home Exam #1 (20%) – DUE FEBRUARY 16 IN CLASS</td>
</tr>
<tr>
<td></td>
<td>(No Classes at U.Vic February 20 to 24, 2023 – Reading Break)</td>
</tr>
<tr>
<td>February 27 –</td>
<td>Acquired Disorders</td>
</tr>
<tr>
<td>March 13</td>
<td>Take Home Exam #2 (20%) – DUE MARCH 16 IN CLASS</td>
</tr>
<tr>
<td>March 16</td>
<td>Open Topic</td>
</tr>
<tr>
<td>March 20- April 3</td>
<td>Risk and Treatments / Community Action</td>
</tr>
<tr>
<td>April 6</td>
<td>Examination #3 (15%) – WRITTEN IN CLASS</td>
</tr>
</tbody>
</table>
Note:
Students who have completed the following elements will be considered to have completed the course:
• element a: 3/3 exams (Total Value 55%)
• element b: Presentation and Paper (Total Value 20%)

Failure to complete one or more of these elements will result in a grade of “N” regardless of the cumulative percentage of all other elements of the course.

N is a failing grade and factors into GPA as a value of 0. In accordance with the University’s policy on academic concessions, “A student who completes all course requirements is not eligible for an academic concession”. Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

Note: You are responsible for materials in lectures you do not attend. Tests and examinations will contain short-answer questions. Missed examinations with a valid reason will be made up at the earliest convenient time. If you miss an examination due to illness, accident, or family affliction, you must notify Dr. Bain immediately. Missed examinations without a valid reason will receive a score of zero. Letter grades will be assigned as follows with scores.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>A</td>
<td>85 – 89%</td>
</tr>
<tr>
<td>A-</td>
<td>80 – 84%</td>
</tr>
<tr>
<td>B+</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>B</td>
<td>73 – 76%</td>
</tr>
<tr>
<td>B-</td>
<td>70 – 72%</td>
</tr>
<tr>
<td>C+</td>
<td>65 – 69%</td>
</tr>
<tr>
<td>C</td>
<td>60 – 64%</td>
</tr>
<tr>
<td>D</td>
<td>50 – 59%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 49%</td>
</tr>
</tbody>
</table>
UNIVERSITY OF VICTORIA
Department of Psychology
Important Course Policy Information
Winter Session 2022/23

Accessible Learning
The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability or chronic health condition, or think you may have a disability, you may also want to meet with an advisor at the Centre for Accessible Learning (CAL).

Attendance and Absences
Attendance is important. Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is not required (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

Children and Pets
If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

Class Recording and Auto-Captioning Statement
The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy please contact privacyinfo@uvic.ca

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact CAL.

Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online
The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help create such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic’s learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: onlineconduct@uvic.ca
Copyright
All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the Resolution of Non-Academic Misconduct Allegations policy (AC1300) or the Academic Integrity Policy, whichever is more appropriate for the situation.

Course Experience Survey (CES)
The instructor values your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to http://ces.uvic.ca. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Disclaimer
The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

Grading
In classes that are based on a percentage grading scheme, the following Undergraduate Grading Scale is used.

<table>
<thead>
<tr>
<th>Grade</th>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>90-100</td>
<td>85-89</td>
<td>80-84</td>
<td>77-79</td>
<td>73-76</td>
<td>70-72</td>
<td>65-69</td>
<td>60-64</td>
<td>51-59</td>
<td>&lt; 50</td>
</tr>
<tr>
<td>GP Value</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is round to 84% and 84.50% is rounded to 85%).

Medical Documentation for absences
No medical documentation for short-term absences is required (Approved by Senate).

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

Ombudsperson and Academic Concerns
From the course calendar...
Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Department Associate Chair; third, the Dean of the faculty; and finally, the Senate.

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (https://uvicombudsperson.ca). Current contact information for the office can be found here https://uvicombudsperson.ca/contact/.

1 Syllabi belong to the department through which the course is administered.
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. 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 2023.

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/academic-integrity/](https://uvicombudsperson.ca/academic-integrity/)
   
   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](http://uvicombudsperson.ca).


3. UVic Library Document on **Avoiding Plagiarism**
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.

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.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

Request for Academic Concessions: In the Event of Illness, Accident or Family Affliction
Request for Academic Concession form: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

- **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.

- **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, contact your course instructor (or designated teaching assistant) to let them know why you missed the exam and include the in-course extension form if required. Medical documentation is not required.

- **What to do if you require additional time to complete core 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. 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 if the missing work has been deemed required. Note, only required course components may be deferred.

Research Participation Opportunities with the Department of Psychology
The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at https://www.uvic.ca/socialsciences/psychology/research/participants/.

Student Support Services
**Learn Anywhere** is the student support portal for a full range of student academic and support services. Services include: Centre for Academic Communication, Math & Stats Assistance Centre, Counselling Services, Health Services, Library, Ombudsperson, and Computer Help Desk

This classroom is a trans-inclusive space
Please indicate if you have a preferred name and pronoun that you’d like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.
**University of Victoria Students’ Society (UVSS)**

The UVSS is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at uvss.ca!

**Academic Important Dates**

**Winter session - second term (January – April)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, Jan 9th</td>
<td>Second term classes begin for all faculties</td>
</tr>
<tr>
<td>Sunday, Jan 22nd</td>
<td>Last day for 100% reduction of second term fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.</td>
</tr>
<tr>
<td>Wednesday, Jan 25th</td>
<td>Last day for adding courses that begin in the second term</td>
</tr>
<tr>
<td>Tuesday, Jan 31st</td>
<td>Last day for paying second term fees without penalty</td>
</tr>
<tr>
<td>Sunday, Feb 12th</td>
<td>Last day for 50% reduction of tuition fees for standard courses 100% of tuition fees will be assessed for courses dropped after this date.</td>
</tr>
<tr>
<td>Feb 20th - Feb 24th</td>
<td>Reading Break for all faculties</td>
</tr>
<tr>
<td>Tuesday, Feb 28th</td>
<td>Last day for withdrawing from full year and second term courses without penalty of failure</td>
</tr>
<tr>
<td>Thursday, Apr 6th</td>
<td>Last day of classes in second term for all faculties</td>
</tr>
<tr>
<td>Apr 11th - Apr 26th</td>
<td>Second-term formal examination period</td>
</tr>
</tbody>
</table>
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](http://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](http://www.uvic.ca/svp)
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.

**Counselling Services:**
The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. [https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors](https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors)

**Health Services:**
The Student Wellness Centre also provides a full service primary health clinic for students. [https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians](https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians)

**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: [https://www.uvic.ca/student-wellness/wellness-resources/mental-health/](https://www.uvic.ca/student-wellness/wellness-resources/mental-health/)