

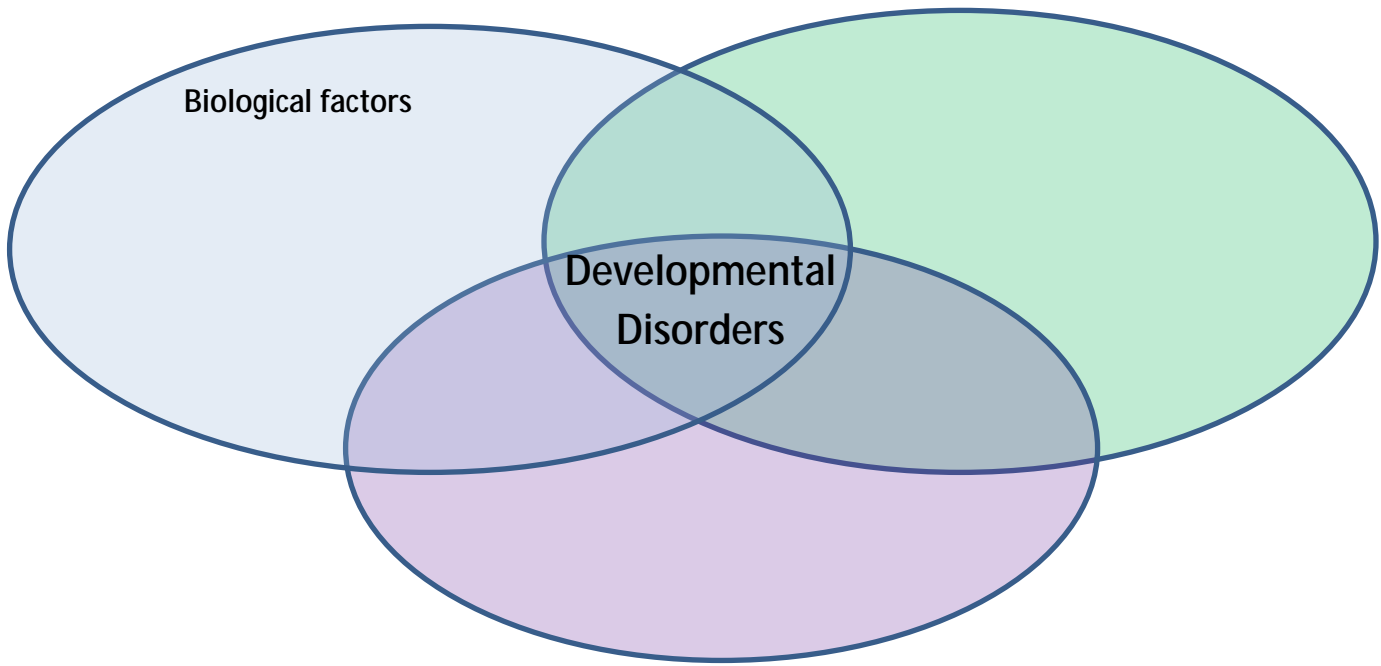
PSYCH 450 (A01) Fall Session (1.5 UNITS) - CRN 12945
DEVELOPMENTAL AND LEARNING DISORDERS
September 4, 2024 to December, 4 2024
Mondays and Thursdays 11:30 – 12:50 pm
Room: HSD A264

INSTRUCTOR: Dr. Sarah J. Macoun, R.Psych., Associate Professor, Department of Psychology
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PHONE: 250-721-7534
EMAIL: sjmacoun@uvic.ca
OFFICE HOURS: By appointment

DIVERSITY STATEMENT: This course is welcoming of all aspects of student diversity. My intention is to offer this course in a manner that addresses diverse learning needs/styles and that fully respects all aspects of diversity (gender, sexuality, age, disability physical appearance, socioeconomic status, ethnicity, race, culture). Please let me know if you have concerns at any point dermcontinue to this day.

CALENDAR DESCRSPPTION

WelcomSe to Psych 450Developmental and Learning Disorders. This



COURSE COMPLETION

COURSE ASSIGNMENTS AND EVALUATIONS^{1,2}

Assignment

discussion. Each Warm-up exercise will require you to respond to several questions based on your reading(s) for the week, and will be due by 9:00 am the day of class via course spaces Dropbox. If you are going to miss class, you are still expected to submit your Warm-up exercise by the due date/time, unless otherwise arranged with me beforehand. There are 6 warm-up exercises, each worth 2% and an additional 3% if you complete all of them

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6. Complete all assignments on time, unless you have discussed with me ahead of time. Assignments submitted late, without my prior approval, will be penalized 2% per day.
7. Should you have any concerns about your progress in the course, with class dynamics, etc. or should you experience extenuating circumstances that interfere with your ability to complete assignments or participate in class, it is your responsibility to inform me as soon as possible so that we can resolve these issues in a timely manner.
8. Complete anonymous course evaluations at the end of the course. Your feedback is critical in helping faculty to revise, enhance, or maintain a course as necessary, to meet your and future students' needs.
9. You must abide by academic regulations as set out in the university calendar. You must observe standards of 'scholarly integrity' especially regarding plagiarism and cheating.
10. Attendance at your classmates' presentations at the end of term is mandatory, unless you are ill or have arranged with me ahead of time to not be there. There is important information conveyed in the presentations (which will be on examinations) AND it is uncollegial behaviour to forego their talks.

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** Note: this date may change depending on when your final quiz is scheduled for, so that information booklet submissions and your final quiz are not happening on the same day

ASSIGNMENT GRADING CRITERIA

Journal Entries

You will complete 3 on-line Journal Entries during this course describing your experience with developmental disorders, comfort with the learning outcomes of this course,2.6 (h de)9 (v)-0.8 (e)9 aN6 (h c0.004 Tc 0.007 Tw 0.6 32.5 (o)1.8 (r)4y-0.004 Tc(,)-3o)-1

Grade .../10	Descriptor	Criteria
9-10	Excellent	Comprehensive and insightful and shows in depth understanding of readings/topics discussed in class, including synthesis and analysis of information and integration of different perspectives. Goes beyond the answers to basic questions and provides detailed and insightful information. Well exceeds expectations.
7-8	Very Good	Reasonably comprehensive and shows good understanding of readings/topics discussed in class, including synthesis and analysis of information. Integrates

2. You will form into groups of 3 (max 4) and complete a 30 minute presentation for the class about this exceptionality area. Your presentation should be focused on important considerations with respect to that area of exceptionality: etiology, risk factors, preventive factors, diagnostic criteria, interventions, community resources, etc. You are expected to research and reference at least 4 different scholarly sources of information (minimum 2 scholarly sources from current journal articles, i.e., within past 5 years). All sources of information must be referenced (using either APA, medical or Chicago format). It is expected that you will use PowerPoint/Prezi for your presentation.
3. You will complete a 1-2 page handout on your topic that summarizes your presentation, for class distribution (please send to me by noon the day before your presentation so that I can photocopy it for the class – if you can't get it to me by this time it is expected that you will make photocopies). Your handout should summarize key facts 2 page.6 ()6.8

Part 2: Information booklet (10% - please note this portion of the assignment is graded on an INDIVIDUAL basis)

As child neuropsychologists we are often asked to summarize large amounts of complex information into briefer information that is clear and understandable, for the benefit of families and community members who support children with developmental disorders. One of our most important roles with respect to intervention and supporting families is providing good quality psychoeducational information. For this component of the assignment you will be asked to create an Information Booklet on the disorder that was the focus of your presentation. Your Information Booklet should be no more than 5 pages long. The booklet should be clearly structured and organized so that information flows in a way that is logical and understandable. It should be laid out in a manner that is engaging and interesting for the reader, but also easy to follow (consider including pictures and interesting font and color, but at the same time making sure that this doesn't mean you do not have the space to provide the key information). It is also important that you are concise as many of our families and support workers are under significant amounts of stress and do not have the energy, capacity, or time to read lengthy documents. It is expected you will use at least 4 scholarly sources for this handout (it is OK to include some of the same resources that you used for your presentation), but that you will translate this information in a way that is easily understandable. You may use APA format if you wish, but may find Chicago or Medical citations more convenient (any format is fine as long as you are correctly citing your sources using some sort of recognized system).

Think of this booklet in practical terms - you have a family/community member who you would like to educate about a child's developmental disorder so that he/she can better understand, support, and plan for that child. The information that you provide should be relevant to families or community members and should avoid psychological jargon (in other words, use 'real language' that 'non-psychologists' can easily understand and avoid directly quoting the DSM-V). Consider including the following types of information in your Information Booklet and don't forget to include some hopeful/positive information if at all possible:

1. Description of condition: what is it called, what are the symptoms, how is it diagnosed (diagnostic criteria), what does it look like in children, what other kinds of symptoms or problems tend to be associated with it?
2. How is this type of condition caused? What types of risk factors can make it worse and what are protective/preventive factors that can make it better?
3. What is the common trajectory of the condition: when does it start (age of onset) and what happens over time?
4. What types of strengths do individuals with this condition have?
5. How does one support a child with this type of condition: evidence-based interventions, specific strategies, programs or resources to help the individual at home/school, etc.?
6. Are there any things that we need to consider with respect to culture and context and this condition (does it look different in different cultures, are there specific contextual influences that make it better or worse, etc.)

Specific grading criteria for Information Booklet (part 2 of final assignment)

Grade .../10	Descriptor	Criteria
9-10	Excellent	

		strengths and needs are discussed and information is presented respectfully. There may be some minor formatting, typographical or stylistic errors or problems with citations. Resource is engaging, but not as much as for a 9-10.
6	Good	Accurate and shows adequate representation of the exceptionality area, but lacks clarity, conciseness, or adequate coverage of key facts. Less than 4 scholarly sources are cited or sources are of poor quality. There are typographical, stylistic, or formatting errors or incorrect use of citations. Organization and layout of the resource is adequate, but not highly engaging or effective. The booklet presents only a few strengths and needs, but information is presented respectfully. Information may be difficult to understand or follow in some places, including use of psychological jargon.
5	Satisfactory	Some inaccuracies and errors. Less than 4 scholarly sources and sources cited are of poor quality. Layout and organization are minimally acceptable. Information is respectful but not particularly clear.
2-4	Unsatisfactory	Inaccuracies and demonstrates some fundamental misrepresentations of the exceptionality area. Multiple errors and few scholarly sources cited. Poor layout and organization. Booklet not written in a respectful manner. Not easy to understand.

0-1

Very Poor/Not