

PSYC*6010, Course Outline: Fall 2017

General Information

Course Title: Learning Disorders: Research and Clinical Practice

Course Description: This course examines various cognitive, social, and educational components of learning and language disorders and accompanying clinical methods of diagnosis and remediation.

Credit Weight: 0.50

Academic Department (or campus): Psychology

Semester Offering: Fall 2017

Class Schedule and Location: M: 2:30 pm - 5:20 pm. MacKinnon #304

Instructor Information

Instructor Name: Kaitlyn McLachlan

Instructor Email: kmclac02@uoguelph.ca

Office location and office hours: MacKinnon Extension #3011 (Office hours by appointment only).

GTA Information

GTA Name: N/A

GTA Email:

GTA office location and office hours:

Course Content

Specific Learning Outcomes:

After completing this course, students should be able to:

1. Demonstrate appreciation for a broad range of theoretical approaches to understanding learning and disorders of learning
2. Show understanding of the controversy surrounding how learning disorders are defined and diagnosed

3. Demonstrate and apply knowledge of current research findings in the area of learning disorders.
4. Demonstrate knowledge and critical consideration regarding a wide range of diversity-related issues relevant to learning and learning disorders, psychological assessment, and interventions (e.g., age, gender, ethnicity, disability, culture, etc.).
5. Demonstrate the ability to apply and integrate theory and empirical findings in order to plan psychological assessments.
6. Learn, articulate, and demonstrate application of ethical principles and professional practice standards related to psychological assessment.
7. Demonstrate understanding of social-emotional and behavioural correlates of children with learning disorders.
8. Show knowledge of appropriately and empirically supported recommendations for children and youth experiencing learning disorders and other psychological challenges.
9. Demonstrate skills in professionalism, including punctuality, participation, critical thinking, problem-solving, conflict resolution, feedback, and communication, with peers, course instructor, and guest lecturers.

Lecture Content:

Content is determined via assigned readings and discussion with the instructor. The course will present various theoretical perspectives on learning disorders as well as current research findings. We will also address other neurodevelopmental disorders that have important implications for learning, such as Attention Deficit-Hyperactivity Disorder, Autistic Spectrum Disorder, and Fetal Alcohol Spectrum Disorder.

The class format is a combination of short lectures, with a major focus on active learning (e.g., through vignettes, discussions, etc.). From week to week the focus in class will vary, and include active discussion, engagement in problems, and, visits and lectures from a range of interdisciplinary professionals and lay experts (e.g., parents) with experience in the context of learning disorders and education. The background required to understand the lectures and to participate in the discussions is achieved through assigned readings as well as knowledge gained in earlier classes. Attendance and active participation is expected; there will be a variety of group-based activities in class. Lecture notes (if applicable) will be posted on Courselink by 11:59 pm the day before the scheduled class. Please check Courselink regularly for course materials and updates.

My role and responsibilities are as follows: To engage your interest and develop your understanding of the history, theory, and practice issues relevant learning and learning disorders in children and adolescents. I will facilitate your learning by assigning relevant

readings, delivering brief lecture-based material (if appropriate), and focusing on real-world decision making through practical application. I will encourage and foster an open class environment that facilitates lively discussion. I will be available to answer your questions in class, by email, and by appointment. I will provide fair evaluation and adhere to this syllabus. In exceptional circumstances, changes may need to be made to the syllabus. In such cases, I will announce the changes in class as soon as possible as well as on Courouselink.

Schedule

A detailed version of the class schedule will be posted on Courouselink. Please review this table in conjunction with assignment descriptions and rubrics, and course assignment deadlines. We will meet weekly throughout the term during scheduled class times. It is your responsibility to ensure adherence to the course schedule and submission of required assignments are made on time.

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Class Participation	Throughout	20% total - 1 st half (10%) to be given on Oct. 16 2017 via Courouselink) - 2 nd half (10%) to be given at the end of the course	1-8, 9
Individual Reflections	Weekly (8 of 9 weeks will be graded)	20% - (2.5% per reflection)	1-8
Presentation Materials	11:59 pm day before scheduled presentation	5%	9
Class Presentation	Assigned Week	20%	1-8, 9
Paper	December 1 st	35%	1-8

Course Resources

Required Texts:

H. L. Swanson, K. R. Harris, & S. Graham (Eds.). (2013). Handbook of Learning Disabilities: Second Edition. New York, NY: The Guilford Press.

A complete schedule of readings will be made available during the first class meeting. Please note: This schedule may vary based on visiting guests, student presentations, and progress from week to week. Selected readings outside the assigned textbook will be available from the University of Guelph library.

Course Policies

Grading Policies

The following table summarizes due dates, manner of submission, and late penalties for the written submissions.

Assignment	Due Date	Manner of Submission	Late Penalty
Individual Reflections	Each week on Sunday at 11:59 pm the day before class	Dropbox on courselink	- 2 points immediately. 3 additional points taken off for each day of lateness.
Presentation Materials	Sunday, 11:59pm (the day prior to your scheduled presentation)	Dropbox on Courselink	- 3 points immediately. 3 additional points taken off for each day of lateness.
Class Presentation	In class on assigned day	Delivered to class on assigned day	- 3 points immediately. 3 additional points taken off for each day of lateness.
Paper	Friday at 11:59 pm December 1 st , 2017	Dropbox on Courselink	- 3 points immediately. 3 additional points taken off for each day of lateness.

Your Role and Responsibilities:

Be an engaged learner. Complete the reading assignments and come prepared for class. Speak up! Offer your opinion. Active discussion and learning from each other are very important for this class. I encourage healthy debate in our discussions but you must also be respectful of other members of the class. Contribute meaningfully in your group work and support fellow group members in their efforts. Put thought and effort into your course work. Be on time for class. University of Guelph's [Statement of Students' Rights and Responsibilities](https://www.uoguelph.ca/registrar/calendars/graduate/current/geninfo/index.shtml) in the Graduate Calendar: <https://www.uoguelph.ca/registrar/calendars/graduate/current/geninfo/index.shtml>

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration: [Grounds for Academic Consideration](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the [Graduate Calendar](#):

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

The last date to drop one-semester courses, without academic penalty, is Friday, November 3rd, 2017. For regulations and procedures for Dropping Courses, see the [Current Graduate Calendar](#).