

# PSYC\*6010, Course Outline: Fall 2018

## General Information

**Course Title: Learning Disorders: Research and Clinical Practice**

**Course Description:** This course takes an empirically guided approach to the process of psychological assessment to examine the cognitive and academic components of integrated cognitive assessment with children and adolescents. The course examines the theoretical and applied aspects of assessing the cognitive processes associated with a range of neurodevelopmental disorders that have important implications for learning. These include: Specific Learning Disorders; Intellectual Disability; Attention Deficit-Hyperactivity Disorder; Autistic Spectrum Disorder; and Fetal Alcohol Spectrum Disorder.

**Credit Weight:** 0.50

**Academic Department (or campus):** Psychology

**Semester Offering:** Fall 2018

**Class Schedule and Location:** Thursdays 2:30 pm - 5:20 pm. MacKinnonMCKN #314

## Instructor Information

Instructor Name: Arlene Young

Instructor Email: ayoung09@uoguelph.ca

Office location and office hours: MacKinnon Extension #3023 (Office hours by appointment only).

## Course Content

### **Specific Learning Outcomes:**

After completing this course, students should be able to:

1. Demonstrate knowledge of key cognitive processes associated with an array of neurodevelopment disorders.
2. Demonstrate the ability to apply and integrate theory and empirical findings in order to plan psychological assessments of children and adolescents.
3. Demonstrate skills in the selection, administration and scoring of a variety of standardized tests of cognitive processes.
4. Demonstrate the ability to interpret and integrate cognitive assessment information.

5. Show knowledge of appropriately and empirically supported recommendations for children and youth experiencing learning difficulties.
6. Demonstrate the ability to communicate assessment findings and recommendations in both written and oral form.
7. Learn, articulate, and demonstrate application of ethical principles and professional practice standards related to psychological assessment.
8. Learn and critically consider a wide range of diversity issues relevant to psychological assessment (e.g., gender, ethnicity, disability, age, etc.).
9. Demonstrate skills in professionalism including punctuality, participation, critical thinking, problem-solving, respectful communication with peers and course instructor.

**Lecture Content:**

The course focuses on both theoretical and empirically informed clinical practice in integrated cognitive assessment of children and adolescents. Cognitive processes associated with neurodevelopmental disorders that have important implications for learning will be highlighted throughout the course. Course content includes assessment measures, techniques, and interpretation of assessment results. You will also learn to critically evaluate and select recommendations based on the assessment findings and to communicate assessment results in both oral and written form.

The class format is a combination of short lectures, student presentations, discussions, and active learning exercises (case studies, group activities, etc.). Readings will be assigned to provide the background needed to understand the lectures and to participate in the discussions. Attendance and active participation is expected and there will be a variety of group-based and individual activities in class.

A detailed version of the class schedule is provided below. 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:**

<b>Assignment or Test</b>	<b>Due Date</b>	<b>Contribution to Final Mark (%)</b>	<b>Learning Outcomes Assessed</b>
Class Participation and in-class exercises	Throughout	20% total - 1 <sup>st</sup> half (10%) to be given on Oct.	1-9

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
		11th (via CourseLink) - 2 <sup>nd</sup> half (10%) to be given at the end of the course	
Test review (presentation & handout for class)	As assigned (tests are reviewed throughout semester)	15% (including review and demo (10%) and written handout (5%))	1, 3, 8, 9
Assessment report – draft 1	October 11th	15%	1, 4, 6, 8, 9
Assessment report – final draft	November 15th	20%	1, 4, 5, 6, 8, 9
Paper	November 30th	30%	1, 2, 7, 8, 9

### Class Schedule\*

Class Date	Topic
Sept 6	Introduction, organization, and perspectives on assessment
Sept 13	Assessment of Intellectual Disability
Sept 20	Assessment of Academics - Specific Learning Disorders intro
Sept 27	Assessment of Learning and Memory
Oct 4	Language Skills and associated disorders – DLD,
Oct 11	Visuospatial and visuo-constructional skills (and associated SLD)
Oct 18	Executive Functioning Skills
Oct 25	Assessment of Attention and Inhibitory Control - ADHD
Nov 1	Recommendations and Feedback
Nov 8	Autistic Spectrum disorders
Nov 15	Fetal Alcohol Spectrum Disorder
Nov 22	Course wrap-up and discussion – <b>Essay on special topics due November 30th</b>

\*Please understand that topics and dates may need to be altered to accommodate for student interest and discussion.

### Course Resources

A schedule of suggested readings will be made available during the first class meeting.

## **Course Policies**

### **Grading Policies**

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

<b>Assignment</b>	<b>Due Date</b>	<b>Manner of Submission</b>	<b>Late Penalty</b>
Test Review	On assigned week	Oral presentation in class and written handout provided on same day	1 point immediately for late handouts and an additional point taken off for each day of lateness.
Assessment report – draft 1	October 11th	Dropbox on Courselink	1 point immediately and 1 additional point taken off for each day of lateness.
Assessment report –final version	November 15th	Dropbox on Courselink	1 point immediately and 1 additional point taken off for each day of lateness.
Paper	Friday at 11:59 pm November 30th, 2018	Dropbox on Courselink	3 points immediately and 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. Active discussion and learning from each other are very important for this class. I encourage healthy, respectful debate in our discussions. University of Guelph's Statement of Students' Rights and Responsibilities in the [Graduate Calendar](#):

[www.uoguelph.ca/registrar/calendars/graduate/current/geninfo/geninfo-srr.shtml](http://www.uoguelph.ca/registrar/calendars/graduate/current/geninfo/geninfo-srr.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](mailto: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 2nd, 2018. For regulations and procedures for Dropping Courses, see the [Current Graduate Calendar](#).