

PSYC*6010, Course Outline: Winter 2016

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: .50

Academic Department (or campus): Psychology

Semester Offering: W

Class Schedule and Location: To be arranged – weekly meetings with instructor

Instructor Information

Instructor Name: Arlene Young, Ph.D., C.Psych.

Instructor Email: ayoung09@uoguelph.ca

Office location and office hours: MACK EXT 3004: hours to be arranged.

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 demonstrate:

- appreciation for a broad range of theoretical approaches to understanding learning and disorders of learning
- understanding of the controversy surrounding how learning disorders are defined and diagnosed
- knowledge of current research findings in the area of learning disorders
- ability to integrate theory and empirical findings in order to plan assessments

- emerging ability to integrate findings from several test batteries and other sources to write a clear and concise report
- knowledge of appropriate and empirically supported recommendations for children's academic programs based on their cognitive profiles
- understanding of social-emotional correlates of children with neurodevelopmental disorders
- appreciation for issues of diversity with relevance to assessment and intervention

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 and Autistic Spectrum Disorder.

The course also covers methods of assessing learning as well as standardized academic measures and measures of cognitive processing and how to write an integrative assessment report. Various assignments will be completed to facilitate this integration and to further prepare students for later clinical work and academic studies.

Course material will span different clinical presentations and across different cultural groups. Students will be encouraged to relate research and theory to practice. Practical and ethical issues in working with the learning disabled population will be discussed.

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Recommendation Review paper	March 29, 2016	35%	1 through 7
Contribution to Discussion and participation	April 8, 2016	20%	1 though 7
Psychological Assessment Report	April 8, 2016	45%	1 through 6

Course Resources

Required Texts:

Required readings to be determined by instructor.

Course Policies

Grading Policies

Percentage Grade	Letter Grade	Description
90-100	A+	Outstanding. The student demonstrated a mastery of the course material at a level of performance exceeding that of most scholarship students and warranting consideration for a graduation award.
80-89	A- to A	Very Good to Excellent. The student demonstrated a very good understanding of the material at a level of performance warranting scholarship consideration.
70-79	B	Acceptable to Good. The student demonstrated an adequate to good understanding of the course material at a level of performance sufficient to complete the program of study.
65-69	C	Minimally Acceptable. The student demonstrated an understanding of the material sufficient to pass the course but at a level of performance lower than expected from continuing graduate students.
0-64	F	An inadequate performance.

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:

[Academic Consideration, Appeals and Petitions](#)

[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.

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 the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: [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 March, 11, 2016. For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Graduate Calendar](#)