

Psychology 4000A – Children with Disabilities
Issues in Psychology (4000 Series), Spring 2013
Department of Psychology
The University of Lethbridge

Location:

MW, 4:00-5:15, D632

Assignment Dropbox:

adjacent to C866. All written work may be submitted in class, or in the dropbox.

Instructor Information:

Dr. Margaret Forgie (Department of Psychology, D850)

Email: forgie@uleth.ca (preferred contact)

Phone: (403) 329-2437 (department: 403-329-2235)

Course Description:

The Issues in Psychology Series courses are designed to allow students to expand their knowledge of the fundamental principles of a specific discipline that were accrued during lower-level courses. My aim for this senior seminar is to address issues related to understanding atypical development (or disabilities) in children and adolescents. In the course of our discussions, we will cover a broad range of topics including congenital disorders of genetic origin, the impact of early environmental conditions, and individual traumatic events. In our discussions we will take a multifactorial and interactionist perspective on every issue (i.e., the biological underpinnings of atypical development, issues surrounding diagnosis, the sociocultural environment of the child, and the validity of current therapeutic interventions). Students should note that the major emphasis in this course is to come to an understanding of the factors that contribute to individual disabilities, and not on education, advocacy or other applied fields. Following the introductory classes, students will be responsible for presenting individual lectures and for leading the class discussions.

Prerequisite Courses and Background Preparation:

This course is intended for Psychology and Neuroscience majors. The required prerequisites for this course are Psychology 2110A and at least two other 3000-level courses in Psychology or Neuroscience (3.0 credit hours). Students that do not have prerequisite courses or equivalents (e.g., verified transfer credits) can be deregistered from the course without warning. Only in exceptional circumstances, will a waiver of prerequisites be considered. Requests for a waiver must be submitted to me in writing prior to the end of the add/drop period (using the Prerequisite Waiver form that is available from the Registrar's Office). Submitting a request for a waiver does not guarantee that you will receive one; each case will be evaluated individually. At the 4000 level, students are expected to have a broad range of knowledge of the fundamentals of psychology and neuroscience; prerequisite courses are the minimum background preparation for this course. Students should note that recommended background includes successful completion of Psychology 2030A (Methods and Statistics) and Psychology 3130A (Developmental Psychopathology).

Required Texts:

Batshaw, M.L., Roizen, N.J., & Lotrecchiano, G. (2013). *Children with Disabilities: 7th Edition*. Paul H. Brookes Publishing: New York NY.

Northey, M., & Timney, B. (2012). *Making Sense in Psychology: A student's guide to research and writing*. Oxford University Press: Don Mills ON.

Course Rules and Regulations:

As this is a senior seminar class in which I hope to engage in open and frank, yet somewhat spontaneous discussion of the issues, you are expected to attend, and **actively** participate in all classes (barring illness or other exceptional circumstances that may arise). All students are expected to be prepared to participate in discussions and to have read all background material for each class. Furthermore, though everyone is late every now and then (or needs to leave a bit early), once class is in session, you are not welcome to disrupt the class with your unannounced late arrival. Should you have an ongoing situation that prevents you from arriving or leaving on time, please contact me personally. Cell phones **MUST** be turned off during the class and texting is absolutely prohibited. Laptops or tablets are permitted with the understanding that such devices are used for class purposes. Finally, do not abuse the class listserv by sending communications that are not relevant to this course.

NB: All students are expected to be familiar with Part 4 of the current University of Lethbridge Calendar that governs Academic Regulations, Policies, and Program Requirements. In particular, all students should be familiar with Sections 5 and 9 (note that Section 9 was updated online after the printing of the paper Calendar). <http://www.uleth.ca/ross/2012-13/calendar/part04.pdf#page=16>

Course Information Online:

Moodle: All course information will be available from the Moodle LMS system. This information includes assignment guides, worksheet templates, and class-by-class updates on the preliminary schedule appended to the syllabus. Students will be able to track their standing in the course by accessing the Moodle grade book. **NB. It is the responsibility of all students to familiarize themselves with Moodle and to check the site on a regular basis.**

Email: Other than posts to Moodle, my primary method of communicating with you for general notices and points of interest to supplement course material will be via in-class announcements or by email to the class listserv. Please check your U of L email account on a regular basis, or have that account forwarded to your preferred email provider. Please do your best to remember to do regular housekeeping of your U of L account so that you do not miss important notices that relate to this course due to a full mailbox. Any requests for information pertaining to matters of a confidential nature (e.g., your particular standing in the course) must be sent from your U of L account, and you must include your ID# and your full name as it appears on your registration.

Students with Special Needs:

If you have a documented condition that prevents you from fully participating in this course, including evaluation procedures, it is your responsibility to contact me regarding your individual situation. Please note that no accommodations will be given without an official letter from the Disabilities Resource Centre (<http://www.uleth.ca/ross/disabilities/index.html>).

Course Requirements:

(1) Major Project (60% total)

Lecture (30%) Each student will be responsible for presenting a 50-minute lecture on an assigned topic, and you will then lead the class in the discussion session to be held afterward (i.e., you are responsible for a 75-minute class). An assignment guide will be made available from Moodle and will be discussed during the introductory classes. Though not a graded component of the course, all students are required to submit a hardcopy of the Scheduling Worksheet (available from Moodle), **no later than Tuesday, January 15 at 4:00 pm**. The purpose of asking you to complete the worksheet is to ensure all students are assigned topics in a fair manner, and that the assigned date is compatible with each student's general schedule. Topics and dates will be assigned in class on **Wednesday, January 16**.

Companion Reading (10%) Students must provide an up-to-date review article of the topic area to accompany their lecture material. The article chosen should reflect the overall theme of your lecture, and provide information beyond that of the required textbook. In addition, students are required to submit a short rationale for their choice. The review article must have been published in a peer-reviewed, refereed journal within the last seven (7) years (i.e., 2006 or later). **Both of these elements must be submitted to me no later than three (3) working days prior to your lecture.**

Abstract Assignment (20%) Each student is required to submit a written assignment consisting of a one-page critical abstract of each of six (6) pieces of original research published in peer-reviewed, refereed journals within the last seven (7) years (i.e., 2006 or later). Each article should reflect the background research you have conducted. Following initial grading (according to the grading scheme given below), all students will be given an opportunity to submit a revised assignment. An assignment guide will be available from Moodle and will be discussed during the introductory classes (see attached course schedule). **This assignment must be submitted no later than 4:00 pm on the day of your lecture.**

(2) Journal Assignment 25%

Each student will submit a written assignment that consists of an essay explaining a single, original research article concerning any topic in the area of developmental psychopathology, but you must choose a different topic than that of your presentation. Approaches from all levels of psychological science are encouraged. The target article must be a primary research paper that has been published in a peer-reviewed (refereed) journal within the last seven (7) years (i.e., 2006 or later). Following initial grading (according to the grading scheme given below), all students will be given an opportunity to submit a revised assignment. An assignment guide will be available on Moodle and will be discussed during the introductory classes (see attached course schedule). **First submission of this assignment is due no later than 4:00pm, Thursday March 28.**

(3) Take-Home Cumulative Final Exam (15%)

The take-home exam consists of two (2) conceptual questions, chosen from a set of five (5). All questions require students to integrate information from the course material as a whole. Answers must be in essay format with full APA referencing. The list of potential questions and a template for the exam will be distributed in class on Wednesday April 17. **Exams are due no later than 4:00pm, Wednesday April 24.**

NB. With the exception of extenuating circumstances (e.g., illness, bereavement, accident), all students must deliver their lecture and submit the written assignments and final exam on the scheduled dates. You must provide supporting documentation should you be unable to meet course requirements. Should you encounter a serious problem, please contact Academic Advising.

Late submissions of your reading will result in a 50% penalty. Late submissions of the Journal Assignment or the Abstract Assignment will result in a 25% penalty per day. Failure to deliver your lecture will result in a grade of zero percent (0%). All assignments will be graded under the assumption that students have read, and understood, the contents of the *Making Sense* text. In particular, all assignments must be in your own words. Paraphrasing someone else's words, even if you reference those words, is plagiarism. Plagiarism is a serious academic offense. Any case of suspected plagiarism will be dealt with severely, including the imposition of the maximum penalties allowable (please consult the current U of L Calendar regarding academic offenses).

Grading Scheme:

Letter grades will be assigned to assignments and final course percentages according to the following scale:

A+ (90+)	B+ (77-79)	C+ (67-69)	D+ (56-59)
A (85-89)	B (73-76)	C (63-66)	D (50-55)
A- (80-84)	B- (70-72)	C- (60-62)	F (< 50)

Important University Dates and Deadlines:

Jan. 9 - First day of classes

Jan. 15 - Add/drop ends

Feb. 18, 20, 22 - No Classes - Reading Week

Mar. 15 - First Withdrawal Deadline (partial fees refunded; contact Academic Advising)

Mar. 29 & April 1 - No Classes - Good Friday and Easter Monday

April 19 - Last day of classes; Final Withdrawal Deadline including Withdrawal with Cause (contact Academic Advising)

Projected Course Schedule (as of January 9, 2013)

January

W	9	Introductory Class - Course Information; Explanation of Course Requirements; Assignment Guides and the structure of the course Moodle site.
M	14	Presentation Workshop: topics, and dates assigned; Researching Topics
W	16	Fundamentals of Development I – Advanced Genetics - Ch. 1
M	21	Fundamentals of Development II – Prenatal Development - Ch. 2 & 3
W	23	Fundamentals of Development III – Birth and the Perinatal Period - Ch. 6
M	28	Student Presentation 1
W	30	Student Presentation 2

February

M	4	Student Presentation 3
W	6	Student Presentation 4
M	11	Student Presentation 5
W	13	Student Presentation 6
M	18	No Class - Reading Week
W	20	No Class - Reading Week
M	25	Student Presentation 7
W	27	Student Presentation 8

March

M	4	Student Presentation 9
W	6	Student Presentation 10
M	11	Student Presentation 11
W	13	Student Presentation 12
M	18	Student Presentation 13
W	20	Student Presentation 14
M	25	Student Presentation 15
W	27	Student Presentation 16

Thursday March 28 - Journal Assignments are due by 4:00 pm

April

M	1	No Class - Easter Monday
W	3	Student Presentation 17
M	8	Student Presentation 18
W	10	Student Presentation 19
M	15	Student Presentation 20
W	17	Distribution and Discussion of Take-home Final Exam

Final Exam Period

M	22	Take-Home Final Exam is due by 4:00 pm
W	24	Final Revisions of the Journal Assignment and Abstract Assignment are due by 4:00 pm