

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**OFFICE:** COR A196**PHONE:** 250-721-7534**EMAIL:** sjmacoun@uvic.ca**OFFICE HOURS:** By appointment

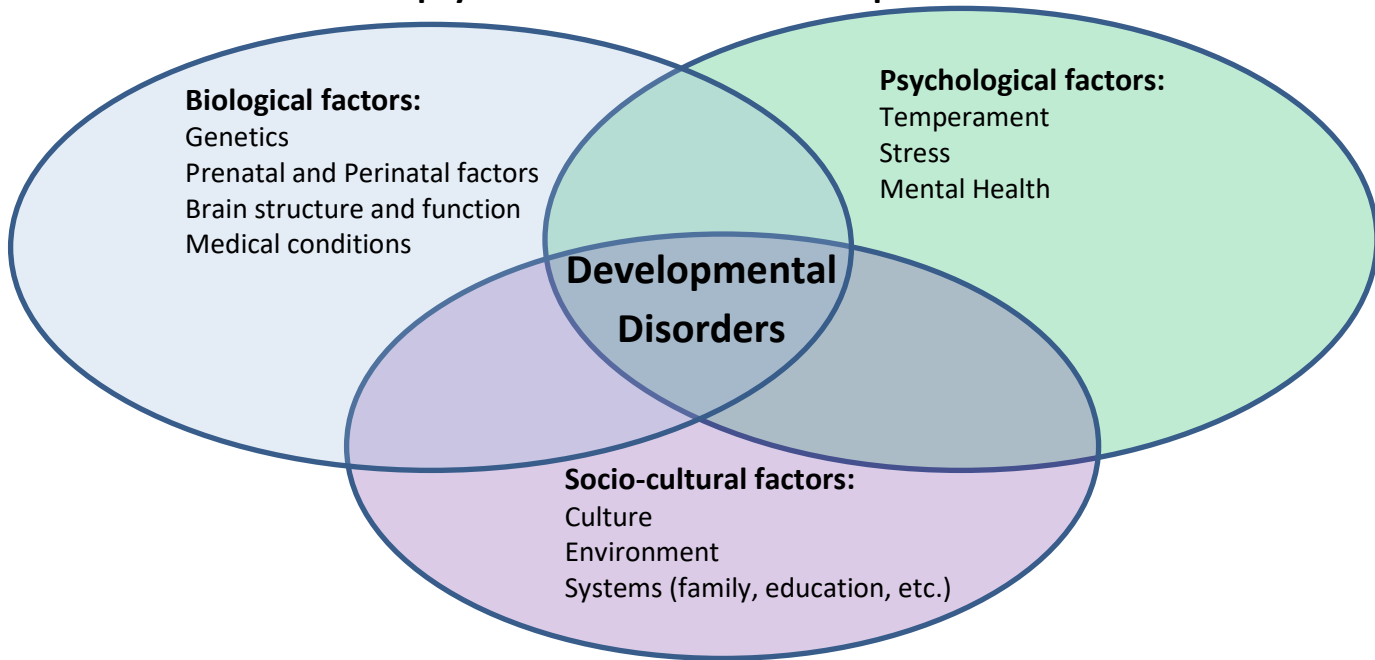
DIVERSITY STATEMENT: This course is welcoming of all aspects of student diversity. My intention is to offer this course in a manner that addresses diverse learning needs/styles and that fully respects all aspects of diversity (gender, sexuality, age, disability physical appearance, socioeconomic status, ethnicity, race, culture). Please let me know if you have concerns at any point during the course. I welcome your suggestions and feedback at any time, so that I can continue to improve the course for you, your classmates, and for future students. Please let me know if any classes or assignments conflict with your cultural events so that we can make arrangements.

TERRITORIAL ACKNOWLEDGEMENT: *I acknowledge with respect the Lekwungen peoples on whose traditional territory we will be learning and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.*

CALENDAR DESCRIPTION

Welcome to Psych 450, Developmental and Learning Disorders. This course will survey a number of learning and developmental disorders framed within a biopsychosocial perspective and inclusion context. There exist many developmental disorders that we will not be able to cover in this one semester course. Rather, the intent of this course is to provide you with an introduction to some of the more common disorders seen in child neuropsychological practice. An example of some of the disorders we will cover includes genetic disorders (e.g., Down Syndrome), neuromedical disorders (e.g., pediatric cancer), acquired disorders (e.g., FASD), learning/intellectual disorders (e.g., Dyslexia), and neurodevelopmental disorders (e.g., ASD, ADHD). We will discuss etiologies/risk factors and assessment/diagnostic procedures from a clinical neuropsychological perspective. The emphasis will be on the role of brain function in the genesis of developmental disorders. It is recommended that non-psychology students have a strong background in the biological sciences. This course is designed to provide an overview of current research and clinical practice in the field of child clinical neuropsychology and should appeal to students who have an interest in child clinical psychology, neurodevelopmental disorders, and developmental psychology/neuropsychology.

Biopsychosocial model of developmental disorders



Course pre-/co-requisites

By actively participating in this course you will:

1. Become aware of **impact of** developmental disorders on the lives of children and families.
2. Increase knowledge of **brain development** and the impact of brain development on the genesis of developmental disorders.
3. Develop awareness of several **high incidence (common) and low incidence (rare) developmental disorders** including an awareness of **diagnostic criteria** (DSM-V) for these specific disorders.
4. Be introduced to current research regarding the **etiology of various developmental disorders** including the contribution of biological, environmental and psychological/social risk factors.
5. Develop an understanding of how interacting biological, psychological and social-cultural factors contribute to the **clinical presentation of developmental disorders**.
6. Be introduced to common **neuropsychological and brain differences associated with specific developmental disorders**.
7. Gain familiarity with contemporary approaches for **clinical neuropsychological assessment of developmental disorders**.
8. Become familiar with how children with developmental disorders **qualify for services** in the educational system.
9. Consider factors related to **inclusion** of children with developmental disorders within various systems.
10. Consider how childhood developmental disorders impact **function across the lifespan**.

Unfortunately in this course there is not sufficient time to delve into interventions (as interesting and important as this is). This course will be focused on understanding the different neurodevelopmental disorders, diagnosis, and inclusion.

COURSE PREREQUISITES

Course prerequisites include all of [PSYC 300A](#) and two of [PSYC 332](#), [PSYC 338](#), [PSYC 351B](#), [PSYC 365](#) or [PSYC 366](#).

Pre- or Co-requisites: [PSYC 300B](#); or permission of the department.

Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for their degree program.

COURSE COMPLETION

Please note that ALL assessment components of this course must be completed to pass the course.

Failure to complete one or more of the course elements will result in a grade of “N” regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0.

In accordance with the University’s policy on academic concessions, “A student who completes all course requirements is not eligible for an academic concession”. Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the Centre for Accessible Learning and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

COURSE ADD/DROP DATES

Please note that September 20th is the last day for adding courses in the Fall 2024 term and October 31st is the last day for withdrawing from Fall 2024 term courses without penalty of failure.

READINGS AND RESOURCES

There is no required text for this course as there is no one textbook that can cover the diversity of topics we will be reviewing. Readings and resources specific to individual topic areas will be posted to and/or made available through our Course Spaces site as the course progresses.

Some of our course readings will be from textbooks. In general these are books that are available in an electronic format from the library and I will post links to these: The texts we will primarily draw from in this course are:

Child neuropsychology: Assessment and Interventions for Neurodevelopmental Disorders: Authors: M. Semrud-Clikeman & P. A. Teeter Ellison. This is available as an electronic text available from the library at:

<http://ezproxy.library.uvic.ca/login?url=http://dx.doi.org/10.1007/978-0-387-88963-4>

Neurodevelopmental Disabilities: Clinical Care for Children and Young Adults. Editors: D.R. Patel, D.E. Greydanus, H.A. Omar & J. Merrick This is available as an electronic text available from the library

<http://link.springer.com.ezproxy.library.uvic.ca/book/10.1007%2F978-94-007-0627-9>

Pediatric Neuropsychology: Research, Theory, and Practice: Editors: K.O. Yeates, M.D. Ris, H.G. Taylor & B.F. Pennington.

This is available as an electronic text from the library at:

<http://UVIC.ebib.com/patron/FullRecord.aspx?p=464915>

Chapters that are assigned can be read online, or can be downloaded to your own computer. I believe that you can also download the entire book at the beginning of the course to your computer. These books are also available in hard copy through order at the bookstore or Amazon.ca. While you not required to purchase these texts, they are available should you chose to do so. Finally, other required readings will be made available to you as needed, primarily through web links.

REQUIRED REFERENCE FORMAT

American Psychological Association. (2019). Publication Manual of the American Psychological Association (7th Edition). Washington, DC: Author.

The Owl at Purdue is a good online resource of common APA formatting style:

<http://owl.english.purdue.edu/owl/resource/560/01/>

COURSE ASSIGNMENTS AND EVALUATIONS^{1, 2}

Assignment	Description	Grade	Due
Journal Entries	This is an individual assignment, completed three times (beginning, middle and end of course) where you will reflect on your background, goals and learning in the course. To receive 3% you must complete <u>all 3</u> Journal Entries.	3%	Journal Entry 1: (due Sept 9, 9:00 am) Journal Entry 2: (due Oct 17, 9:00 am) Journal Entry 3: (due Dec 2, 9:00 am)
Discussion Forum	You will engage in one discussion forum during the term instead of class (November 7). You will not be required to attend class on this day (the forum is IN LIEU OF class). The forum will open Nov 7 at 9:00 am and will remain open until 11:59 pm Nov 15). The purpose of the forum is to allow for discussion of a specific topic/reading in a different medium than is typically done in class.	5%	In lieu of our Nov 7 class – forum will open 9:00 am Nov 7 and close 11:59 pm on Nov 15 <i>NOTE: please post early so your classmates have time to read and respond to your post! Your mark depends on having a dialogue which is not possible to do if you post last minute</i>
Mid-term and Final Quizzes 1 and 2	These quizzes will assess important foundational knowledge covered in class will consist of short answer and/or multiple choice questions. Quiz 1 (on October 31) will include material up to and including our October 19 class. Quiz 2 (within final exam period) will be cumulative and will also include information from your classmates' presentations. Quizzes are based on all material covered in the course, include lectures, readings, presentations, and assignments. Quizzes are typically a blend of short answer and multiple choice formats.	12% Quiz 1 25% Quiz 2	Midterm Quiz 1 – Oct 31 Final Quiz 2 – Final Exam period (December, TBD)
Collaboration Assignments	There will be 4 collaboration assignments during the course. These group-based activities (group sizes 5) are intended to encourage in-class collaboration on various case-study/application exercises. Each assignment will be posted the evening prior to class. Time will be given to work on these during class. If you miss a class and are required to complete an assignment on your own, please see me	20%	Collaboration Assignment 1: In class Sep 26, due Oct 3 Collaboration Assignment 2: In class Oct 10, due Oct 17 Collaboration Assignment 3: In class Oct 21, due Oct 28 Collaboration Assignment 4: In class Nov 4, due Nov 14
Warm-up Exercises	You will be asked to complete 'Warm-up Exercises', before a number of lectures. These Warm-up Exercises are based on assigned readings for the class, and may also serve as a catalyst for group	15%	See Detailed Schedule, below, for dates

¹ See Bright Space for detailed assignment guidelines – Our site will be open by the first scheduled class (Sept 5, 2024)

² Please note that dates for minor assignments may change (i.e., warmups and collaboration assignment dates could change, but midterm examinations and major assignment dates will not change)

	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		
Final Assignment Special topics - Group Presentations and Information Booklets	<p>As it is not possible to cover all exceptional areas in the short time frame of this course, this assignment will allow you to explore a specific area in greater depth. This assignment has two parts.</p> <p>Part 1 (10%): You will conduct a 30 minute group presentation in class (groups of 3) on a specific exceptional area, accompanied by a 1-2 page handout for your classmates. I will give you a list of topic options to choose from and you can also bring to me topics you are interested in. Unfortunately, we do not have enough time in this one semester class for individual presentations. The presentation is worth 10% and will be graded by GROUP. You will each be asked to complete a self-reflection about your group work contributions and experience (due the day after your presentation).</p> <p>Part 2 (10%): In follow-up to the presentation, you will each <u>individually</u> create an Information Booklet on the disorder that you spoke about. The information booklet is worth 10% and you will be marked INDIVIDUALLY on this component.</p>	20%	<p>Due date for informing me of your presentation topic and group members (Oct 21)</p> <p>Presentation date sign up (Oct 28) – FIRST COME FIRST SERVE!</p> <p>Group presentation dates (Nov 18, 21, 25, and 28 – two presentation slots per date)</p> <p><i>Self-reflection on group work due the day after your presentation.</i></p> <p>Information Booklet due date (Within final exam period – December, specific date TBD and depends on timing of final quiz)</p>

CLASS POLICIES AND EXPECTATIONS

You are expected to:

1. Please understand that as this is a 4th year seminar course, considerable emphasis is placed upon your ability to demonstrate skills that show your readiness for graduate school training. This includes being able to think beyond the specifics of the material provided and being responsible for your own self-directed learning. As such, you can expect there will be a fair amount of reading assigned in this course and completing these readings is required.
2. Attend class regularly and punctually. It is expected that you will not miss more than 2 classes in the term, unless there are extenuating circumstances and this has been discussed with me ahead of time.
3. Engage in appropriate, respectful, and professional behaviours, in accordance with an educational environment that respects diversity and individual differences, and the many factors related to diversity.
4. Inform me ahead of time if you require any accommodations due to a disability. The Centre for Accessible Learning (CAL) can also be a helpful resource for information, services, and supports <https://www.uvic.ca/services/cal/>.
5. If there is a conflict with assignment/exam times with other courses (i.e., exams or major assignments occurring within the same week or on the same day), please let me know by the second week of semester and I will attempt to resolve the conflict if at all possible.

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.

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term, as with all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey provides vital feedback to me regarding the course and my teaching, as well as helps the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

DETAILED SCHEDULE OF TOPICS, READINGS, ASSIGNMENTS³

**Course topics and order are subject to change, although major assignment due dates will not change (minor assignment due dates for warm-ups and collaboration assignments may be altered slightly)*

*** Weekly required readings will be posted on our Course Spaces site*

DATE	TOPIC	Activities/Assignments
Sep 5 (TH)	First Class and Introductions Overview	
Sep 9 (M)	Neuroanatomy/Brain Development	Journal Entry 1 due (9:00 am)
Sep 12(TH)	Neuroanatomy/Brain Development continued	Film: Do you need your brain? Warm-up Exercise 1 assigned (Due Sept 19, 9:00 am)
Sep 16 (M)	Inclusion	Film: Including Samuel
Sep 19 (TH)	Genetics/genetic disorders Intro to DS and FXS	Warm-up Exercise 1 due Warm-up Exercise 2 assigned (Due Sep 26, 9:00 am)
Sep 23 (M)	Down Syndrome	Warm-up Exercise 3 assigned (Due Oct 3, 9:00 am)
Sep 26 (TH)	Fragile X	Collaboration Assignment 1 in class work (due Oct 3, 11:59 pm).

³ Note: We will be using Bright Space for posting links to readings and lecture notes, and for submitting assignments

		Warm-up Exercise 2 due
Sept 30 : Truth and Reconciliation Day NO Class		
Oct 3 (TH)	Intellectual Disorders	Warm-up Exercise 3 due Warm up exercise 4 assigned (due Oct 10, 9:00 a.m.) Collaboration Assignment 1 due
Oct 7 (M)	Learning Disorders	
Oct 10 (TH)	Neuromedical Disorders: Cancers	Collaboration Assignment 2 in class work (Due Oct 17, 11:59 PM) Warm-up exercise 4 due Warm-up exercise 5 assigned
Oct 14 : Thanksgiving Day NO Class		
Oct 17 (TH)	Neuromedical Disorders: Epilepsy	Journal Entry 2 due Collaboration Assignment 2 due
Oct 21 (M)	Acquired Disorders: TBI	Warmup-exercise 5 due (9:00 a.m.) Collaboration Assignment 3 in class work (due October 28, 11:59 pm) Due date for informing me of your presentation topic and group membership.
Oct 24 (TH)	Acquired Disorders: FASD	Warm-up exercise 6 assigned (due 9:00 a.m. Nov 4)
Oct 28 (M)	Neurodevelopmental Disorders: ASD	Collaboration Assignment 3 due Presentation date sign-up
Oct 31 (TH)	Mid-term quiz (15%)	Mid-term Quiz Today (in class)
Nov 4 (M)	Neurodevelopmental Disorders: ASD	Warm-up assignment 6 due Collaboration Assignment 4 in class work (due Nov 14, 11:59 pm)

Nov 7 (TH)	Discussion forum	Discussion forum opens 9:00 am November 7 and closes at 11:59 pm on November 15 <i>Please post early!</i>
Nov 11 - Remembrance day and Reading Break NO class		
Nov 14 (TH)	Neurodevelopmental Disorders: ADHD	
Nov 18 (M)	Presentation Special Topics	Group Presentations
Nov 21 (TH)	Presentation Special Topics	Group Presentations
Nov 25 (M)	Presentation Special Topics	Group Presentations
Nov 28 (TH)	Presentation Special Topics	Group Presentations
Dec 2 (M)	Course wrap-up	Journal Entry 3 due
<i>Final Exam Period (TBD)</i>	<i>Final Quiz and Information Booklets</i>	<i>Information booklets due date TBD Quiz date TBD</i>

** 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, and to help you set individual goals. Individuals who complete all three Journal Entries will receive 3% towards their total grade and those who fail to complete all 3 journals will not (part marks will not be given for completing some but not all journal entries).

Collaboration Assignments

There will be a total of 4 collaboration assignments interspersed throughout the term (each worth 5 percent for a total of 20%). These group-based activities (group size 5) are intended to encourage in-class and outside-of-class collaboration on case-study and application exercises. Each assignment will be posted the evening prior to class. Time will be given to work on these assignments during class. You will submit one assignment per group by the specified due date (via Bright Space Dropbox and in word (.doc, .docx or .rtf formats only). For each assignment please rotate group membership by at least 1 group member, so that you are not always working with the same individuals. Please also rotate the responsibility for submitting the assignments, such that the same person is not always responsible for submitting the document.

Note: These assignments are intended to facilitate group collaboration and discussion. If you miss class or have extenuating circumstances that require you to complete one individually, please see me.

Grading criteria for collaboration assignments will be based on the following:

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 different perspectives and shows some insight. At or exceeding expectations.
6	Good	Accurate and shows adequate understanding of readings/topics discussed in class, but lacks clear synthesis or analysis of information. Some minor misconceptions or misunderstandings. Minimally at expectations.
5	Satisfactory	Accurate and shows adequate understanding of readings/topics discussed in class, but lacks clear synthesis or analysis of information. Some minor misconceptions or misunderstandings. Slightly below expectations.
2-4	Unsatisfactory	Inaccuracies and demonstrates some fundamental misunderstandings of information discussed in class. Lacks synthesis and analysis of information.
0-1	Very Poor or Incomplete	Unsatisfactory effort with significant misunderstanding of information presented in class/readings. Assignment not completed.

Warm-up exercises

You will be asked to complete warm-up exercises before a number of lectures (6 warmups worth 2% each = 12%). If you complete ALL warm-up exercises you will receive an additional 3%, for a total of 15% for warm-up exercises. These warm-up exercises are based on assigned readings for the class, and may also serve as a catalyst for group discussion and clarification of course material. Each warm-up exercise will require you to respond to several questions based on your readings. Warm-up exercises are due by the due dates specified and are to be submitted via Bright Space Dropbox. Even 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. Each warm-up exercise will be given full marks if your responses indicate that you have completed the assigned reading(s) and have made a reasonable attempt to answer the questions (i.e., you will not lose marks for answering questions incorrectly). I review these warm-up exercises to ensure that you are understanding the key points in the readings, these warm-ups help you to keep up with your readings, and they help me to determine if there are topics we need to explore further (or clarify) in class. They typically serve as preparation for your in-class collaboration assignments and provide you with critical information needed to complete and maximally benefit from the collaboration exercises.

Discussion Forum

You will engage in one discussion forum during the term, responding to a posted reading or topic. There will be no class on the day of the Discussion Forum, to give you time to participate in the forum. Dates for the forum are specified above. Please **do not leave it until the last minute to participate** in the forum as this makes it very difficult for your peers to respond to your post and for you to actively participate in the forum, which will affect your mark. Students who participate earlier and more actively are likely to get a better grade.

Specific grading criteria for Discussion Forum

Grade /10	Descriptor	Criteria

9-10	Excellent	Contributions online reflect excellent preparation and consideration. Ideas offered are substantive. Demonstrates excellent preparation (e.g., readings, course material, discussions, reflection of experiences, etc.). Offers analysis, synthesis, and evaluation of the problem when responding to discussion questions/issues. Contributes in a very significant way to peers posts: keeps analysis focused, responds very thoughtfully and in detail to other students' comments, provides constructive feedback and new ideas, etc. Participation in the forum is active, such that posts occur in time for others to read and respond within the discussion forum timelines.
7-8	Very Good	Contribution online reflects thorough preparation. Ideas offered are substantive and provide good insights. Demonstrates good preparation (e.g., readings, course material, discussions, reflection of experiences, etc.). Contributes well to discussion: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to others. Participation in the forum is active, such that posts occur in time for others to read and respond within the discussion forum timelines.
6	Good	Contributions online reflect satisfactory preparation. Ideas offered provide some useful insights, but do not demonstrate careful consideration of the problem/question or peers' posts.
5	Satisfactory	Contributions online indicate minimal preparation. Ideas offered do not provide new insights and indicate only cursory consideration of the problem/question or peers' posts.
2-4	Unsatisfactory	Contributions online reflect inadequate preparation. Ideas offered are not substantive and do not contribute significantly to the problem or discussion. Feedback to peers is not particularly constructive.
0-1	Very poor/Non-Participant	Contributes very little or nothing at all. Not present or demonstrates inadequate preparation (i.e., does not respond to the posted question/dilemma or peers' posts). Feedback to peers, if posted, is not constructive or supportive.

Mid-Term Quizzes 1 and 2

You will complete two quizzes, which will be comprised of multiple choice and/or short answer questions taken from readings, class discussions, warm-up exercises, collaboration exercises, presentations, and/or lecture material (basically anything covered at all as part of this course). Midterm Quiz 1 (12%) will cover course content for the first half of the course. Final Quiz 2 (25%) is be cumulative and will include information from your peers' presentations.

Final Assignment

Part 1: Small Group Presentations (10% - please note that this portion of the assignment is graded on a GROUP basis)

In groups of 3 (there may be one group of 4, depending on our class size), students will choose an exceptionality area from a list of topics provided by the instructor and will prepare a presentation for the class. Each group will generate a handout for the class (1-2 pages), which includes a summary of your presentation. You will also each complete a self-reflection on your group work (due the day after you have completed your presentation). Your presentation should take 30 minutes and should be in PowerPoint/Prezi format. If you will be using a Mac, please ensure you have the appropriate attachment for the projector (or contact me at least 1 week ahead of your presentation so that I can get one for you).

1. You will select from a list of exceptionality areas provided by the instructor (if there is an exceptionality that is not on my list that you would like to present on, please see me as my list is not exhaustive and I am very open to your ideas).

2. You will form into groups of 3 (max 4) and compete 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 about the disorder (approx. 1 page) and interventions/resources/supports for that disorder (approx. 1 page). Resources/supports may include community agencies, websites, book resources, articles, etc.

Information to include in your presentation/handout:

1. Provide a clear and current definition of the disorder – what is it called, what are its symptoms, how is the diagnosis made and by whom, at what age does it typically appear, how does it evolve over time, what is the long-term prognosis, etc.
2. Talk about what current research tells us about causes (etiology) of the disorder- include specific risk and protective/preventive factors relevant to the disorder.
3. Talk about what areas of the brain are thought to be impacted by this disorder, using current research.
4. Discuss any other interesting facts about the disorders (historically interesting information, myths, etc.)
5. Talk about current evidence-based interventions for that disorder and how effective they are.
6. Review school/community resources used to support individuals with that disorder. What kinds of supports and interventions are helpful in the community/home and at school.
7. Talk about some ways to maximize inclusion of individuals with this disorder.

The presentation will be graded across 4 different areas, for a total raw score of 40:

Presentation preparation/organization, clarity, and fluency:	= 10
Depth, comprehensiveness and accuracy of content:	= 10
Relevance and appropriateness of interventions discussed:	= 10
Quality, accuracy, coverage and conciseness of handout:	= 10
Total raw score = 40	

Specific grading criteria for the 4 components (above) of part 1 of final assignment (presentation/handout)

Grade .../10	Descriptor	Criteria
9-10	Excellent	Comprehensive, clear and organized with little need for improvement. Insightful with excellent analysis, synthesis, and coverage. Well exceeds expectations.
7-8	Very Good	Reasonably comprehensive, clear and organized with room for minor improvements. Has good analysis, synthesis and coverage of information, but may lack new insights. At or above expectations.
6	Good	Adequate but room for improvement. Reasonably comprehensive and accurate but lacks synthesis/analysis. Just meeting expectations.
5	Satisfactory	Just below expectations. Not sufficiently comprehensive, but does not have errors.
2-4	Unsatisfactory	Poor with need for significant improvement. Lacks depth and comprehensiveness. Below expectations. Some errors.
0-1	Very Poor	Very poor, unsatisfactory effort, preparation, or performance. Significant need for improvements. Significant errors. Well below expectations.

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	This is an outstanding information booklet that well exceeds expected standards. The most important facts pertaining to the exceptionality area are described in a highly effective yet concise manner. The booklet incorporates a variety of different high quality scholarly resources (at least 4, more is better). Writing quality is very high with minimal typographical, stylistic, or formatting errors and use of citations is correct. The resource is organized/laid out in a manner that is highly effective and that would be understandable to a community/family member. The booklet carefully considers both strengths and needs and information is presented very respectfully. The resource is highly engaging.
7-8	Very Good	This is a very good information booklet that meets or exceeds expected standards. The most important facts pertaining to the exceptionality area are described in an effective and concise manner, but not as well as for a 9-10. The booklet incorporates some high quality scholarly resources, but not as much as for a 9-10. The resource is organized/laid out in a manner that is effective and that would be reasonably understandable to a community/family member, although some jargon may be present or there may be minor problems with organization/flow. Both

		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 completed	Unsatisfactory effort with significant misrepresentations of information and lack of appropriate scholarly sources. Booklet written in a disrespectful manner. Poorly organized, formatted, and written. Assignment not completed