

**PSYD20H3S Lec01 - Current Topics in Developmental Psychology**  
**Class Syllabus**

**Instructor:** Dr. Anna Grivas Matejka., C. Psych

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**Office Hours:** By Appointment

**Time and Location:** Tuesdays, 1:00pm to 3:00pm in MW 264. Classes begin Tuesday Jan 11, 2011 and end Tuesday April 5, 2011.

**Course Description:** This course will include an intensive examination of selected issues and research problems among children with Autism Spectrum Disorders. Topics will range from issues in the clinical and research domains. Classes will consist of lectures, discussions, debates and critical thinking exercises.

**Weekly Schedule:**

<b><u>WEEK #</u></b>	<b><u>DATE</u></b>	<b><u>TOPIC</u></b>	<b><u>LEARNING OBJECTIVES</u></b>
Week 1	Jan 11/11.	1. Review Course Syllabus.  2. Introduction to Autism Spectrum Disorders	- Familiarize students with course topics, objectives and grading procedures.  - Understand the DSM-IV categorization of Autism Spectrum Disorders
Week 2	Jan 18/11.	Developmental Milestones  Screening and Early Identification	-Identify the key social, emotional and communication skills in children from 4 to 36 months  -Understand the key methods to screening and surveillance of ASD's and the pros and cons of each
Week 3	Jan 25/11.	ASD's and Social Deficits	- Identify the deficits in social communication, social engagement and social reciprocity among children with ASD
Week 4	Feb 1/11.	ASD's and Communication Deficits	- Differentiate between both verbal and nonverbal deficits among children with ASD
Week 5	Feb 8/11.	ASD's and Repetitive Behaviours and Restricted Interests	- Become familiar with the manifestation of repetitive behaviours and restricted interests among children with ASD
Week 6	Feb 15/11.	ASD's and Regulatory and Sensory Systems	-Understand and identify the various internal and external sensory differences

		-Sign up for group presentations and topic	among children with ASD
Week 7	Feb 22 /11.	<b><u>Reading Week</u></b>	
Week 8	Mar 1/11.	ASD and Genetics	- Review the current literature examining a genetic link with ASD  - Examine the pros/cons of identifying the genes involved in ASD
Week 9	Mar 8/11.	ASD and MMR Vaccine Controversy	- Critically analyze the original and current research and discuss the risk (if any) with immunizations  - Assess the legal proceedings and media coverage and how they have affected the use of vaccines at the population level
Week 10	Mar 15/11.	Interventions for ASD	- Discuss the main behavioral interventions in ASD and their effectiveness  - Examine court proceedings in North America that changed the course of interventions in ASD
Week 11	Mar 22/11.	Group #1 and #2 Research Presentation	-TBA by each group
Week 12	Mar 29/11.	Group #3 and #4 Research Presentation	
Week 13	April 5/11.	Group #5 and #6 Research Presentation	

**Course Evaluation:**

- 20% Participation in Discussion Forums
- 10% Attendance
- 30% Group Presentation
- 40% Final Exam

**Description of Grade Assignments:**

**1. Participation (20%) and Attendance (10%)**

- a. Since the focus of a seminar course is class discussion, students will receive 20% for class participation. Full marks for participation will be allotted to students who display an understanding of the readings and other course materials and offer their opinions/ideas during discussion forums. Topics for

the discussion forums will be based on required readings, lecture notes and additional material covered in class. Absences without a doctor's note will result in lost grades.

## 2. Group Presentation (30%)

Groups will choose a topic in the ASD literature to present and facilitate the class discussion. Groups will choose 2-3 new articles for the class to read and focus the discussion around the articles.

Groups may choose to present:

- opposing arguments on a specific topic and conduct a debate
- review the scientific findings pertaining to their chosen topic
- compare and contrast different theoretical orientations in a specific area of interest

Each group must submit the learning objectives and required readings to the class **two weeks** before their presentation day.

The grade will be allocated as follows:

- Content (20%) - Is the content covered relevant? Was the content covered thoroughly? Was the content analyzed and interpreted well? Was the group knowledgeable about the content?
- Presentation Style (20%) – What the group well organized? Was the class discussion facilitated well? Was their time managed well? Was the presentation original and engaging?
- A grading outline will be provided to each group in February

## 3. Final Exam (40%)

- a. This exam will measure students knowledge pertaining to material covered during the **entire** course. The exam will include multiple choice and short answer questions. Examination of case studies using a similar format to that used in class will be included.

### **Accessibility:**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC AccessAbility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca).