

PSYD20H3 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: Wednesday, 3:00pm to 5:00pm in IC 120. Classes begin Wednesday May 9, 2012 and end Wednesday August 1, 2012.

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

Weekly Schedule:

<u>WEEK #</u>	<u>DATE</u>	<u>TOPIC</u>	<u>LEARNING OBJECTIVES</u>
Week 1	May 9/12.	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	May 16/12.	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	May 23/12.	ASD's and Social Deficits	- Identify the deficits in social communication, social engagement and social reciprocity among children with ASD
Week 4	May 30/12.	-ASD's and Communication Deficits -Sign up for group presentations and topic	- Differentiate between both verbal and nonverbal deficits among children with ASD
Week 5	June 6/12.	-ASD's and Repetitive Behaviours and Restricted Interests -ASD's and Regulatory and	- Become familiar with the manifestation of repetitive behaviours and restricted interests among children with ASD

		Sensory Systems	-Understand and identify the various internal and external sensory differences among children with ASD
Week 6	June 13/12.	<u>ADHD</u>	-Introduction to ADHD -Neuroimaging studies in ADHD -Research Papers are Due today!
Week 7	June 20 /12.	<u>ADHD</u>	-Discussing the controversy: Is ADHD over diagnosed and over medicated or not?
Week 8	June 27/12.	<u>Reading Week</u>	
Week 9	July 4/12.	Developmental Disabilities	-Introduction to DD -Standard of care for individuals with Developmental Disabilities
Week 10	July 11/12.	Group #1 and #2 Presentation	-TBA by groups
Week 11	July 18/12.	Group #3 and #4 Presentation	-TBA by groups
Week 12	July 25/12.	Group #5 and #6 Presentation	-TBA by groups
Week 13	August 1/12.	Group #7 and #8 Presentation	-TBA by groups

Course Evaluation:

- 25% Participation in Discussion Forums
- 10% Attendance
- 30% Group Presentation
- 35% Research Paper

Description of Grade Assignments:

1. Participation (25%) 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, ADHD or DD literature to present and facilitate the class discussion. Groups will choose 2 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 and facilitate class discussion
- 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 (50%) - 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 (50%) – 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 May

3. **Research Paper (35%)**

- a. The research paper will be a 10-12 page (references not included) literature review of a topic within the populations of ASD, ADHD or DD. You will pick a topic and present the findings of 4-5 different papers. The papers must all be linked to one another and build upon the findings found in each. A cohesive argument must be made in your paper and a conclusion related to the papers reviewed must be stated. Further details regarding this paper will be discussed in class.
- b. The papers must adhere to APA guidelines. Must include a title page.
- c. Your reference list will include these 4-5 papers but also include other papers you read/referenced to develop the topic and argument for your paper.

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.