



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

Renison University College
Affiliated with the University of Waterloo
240 Westmount Road N, Waterloo, ON
Canada N2L 3G4

Phone: 519-884-4404 | Fax: 519-884-5135 | uwaterloo.ca/Renison

Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Fall 2018

Course Code: PSYCH 312R

Course Title: Learning Disabilities

Class Times/Location: Tuesdays, 11:30am – 2:20pm (REN 1918)

Instructor: Dr. Jim Perretta, Registered Clinical Psychologist

Office Hours: Tuesdays, 10:30 - 11:15am (REN 1621)

Email: jim.perretta@uwaterloo.ca

Course Description: This course will provide a critical examination of the concept of learning disabilities. We will review current issues in the assessment, diagnosis, and treatment of learning disabilities and related conditions. We will also discuss theories of learning and common social, emotional, behavioral and developmental concerns.

Course Objectives and Learning Outcomes:

Upon completion of this course, students should be able to:

- a) Describe key characteristics of learning disabilities and related conditions
- b) Examine practical strategies for teaching and coping with learning disabilities and related conditions
- c) Distinguish learning disabilities from related conditions and gender and cultural variations
- e) Apply your theoretical knowledge through real-world examples, group presentations, and class participation.

Required Text: Lerner, J. W. & Johns, B. J. (2014). Learning Disabilities and Related Disorders (13th edition). Boston: Cenage Learning.

Course Requirements: One of PSYCH 207, 211, 212/212R, 213/213R, Level at least 2B; Cross-listed with PSYCH 312

Assessment

| <u>Assessment</u> | <u>Date of Evaluation</u> | <u>Weighting</u> |
|-----------------------------|--------------------------------------|------------------|
| Quizzes | Sept. 25; Oct. 2 & 30; Nov. 6, 13 | 15% |
| Midterm Exam | Oct. 16 | 25% |
| Final Exam | TBA | 25% |
| Class Participation Journal | Nov. 27 | 10% |
| Group Presentation | TBA | 25% |
| Total | | 100% |

Quizzes

A quiz will take place at the beginning of class on Sept. 25; Oct. 2 & 30; and Nov. 6 & 13. Five multiple choice items will be selected from the assigned readings for the week of the quiz. Your best 4 (out of 5) quizzes will be included in your final grade.

Midterm Exam

The 2-hr midterm on Oct. 16 will include multiple choice items and written responses, which will be drawn from the lectures and the assigned readings from the first half of the class.

Final Exam

The final exam will include multiple choice items and written responses, which will be drawn from the lectures and the assigned readings from the second half of the class, with the exception of one question which will be provided in our final lecture. In addition, a take-home point will be selected in-class from each group presentation, which may be on the final exam.

Class Participation Journal

PSYCH 312R places high emphasis on class attendance and participation, as learning is enhanced by active engagement, open discussion, and application of course material. You will submit a journal in-class (1 - 1½ page single-spaced) – on Nov. 27, 2018. You will indicate your goals in taking this class and which lectures you were most engaged in. You will also describe specific examples of your contribution to the class discussion (in the larger class, smaller group-work, and presentations by your peers). You will attach to

your journal a copy of the Class Participation Rubric (see LEARN website) - you will rate yourself based on your attendance, class preparation, listening skills, level of engagement, and quality of contribution to class discussion.

Group Presentation

On the LEARN website for PSYCH 312R, sign-up to present on a selected case study (first-come, first-choice). You and two of your classmates will complete a 25-30 minute Power Point presentation on an in-depth case study, which will describe: a) clinical presentation, b) assessment, c) conditions to rule out, d) treatment and e) follow-up. You will integrate information from lectures, course readings, and your own literature-search and you will show individuals, families, schools, workplaces, clinicians, and other resources working together in your case study. Your final grade will be based on your background knowledge, focus of presentation, effective use of audio-visual media, oral presentation skills, and generation of class discussion. Each student will provide a 1½ - 2 page summary (single-spaced) of the key points that you covered in your specific portion of the presentation, along with another page listing your own References. You will also attach three copies of the Group Participation Rubric (on the LEARN website) – you will rate yourself and your peers on a number of criteria (e.g. workload, organization, and showing up for meetings).

Course Outline

| Week | Date | Readings |
|------|-----------------|---|
| 1 | Sept. 11 | <i>Introduction to Learning Disabilities (LD)</i> Textbook: Chapter 1 |
| 2 | Sept. 18 | <i>Assessment and the Individual Education Program (IEP) Process</i> Textbook: Chapter 2 |
| 3 | Sept. 25 | <i>Specialized Instruction, Educational Settings, and the Role of the Family</i> Textbook: Chapters 3 and 4 |
| 4 | Oct. 2 | <i>Theories of Learning</i> Textbook: Chapter 5 |
| 5 | Oct. 11 | <i>Social, Emotional, and Behavioral Challenges</i> Textbook: Chapter 6 |
| 6 | Oct. 16 | <i>Mid-term Exam</i> |
| 7 | Oct. 23 | <i>Young Children, Adolescents, and Adults with LD</i> Textbook: Chaptes 8 and 9 |
| 8 | Oct. 30 | <i>Spoken Difficulties</i> |

| | | |
|----|----------------|--|
| | | Textbook: Chapter 11 |
| 9 | Nov. 6 | <i>Reading Difficulties</i> Textbook: Chapter 12 |
| 10 | Nov. 13 | <i>Written Language Difficulties</i> Textbook: Chapter 13 |
| 11 | Nov. 20 | <i>Mathematics Disorders</i> Textbook: Chapter 14 |
| 12 | Nov. 27 | <i>Related Conditions: ADHD / Autism Spectrum Disorders</i> Textbok: Chapter 7 <i>*Due In Class: Class Participation Journal*</i> |

Late Work

All assignments are due at the beginning of class on their specified due dates. 5% will be deducted on these assignments for each day that they are late. Missed due dates are only acceptable in the case of medical problems (with a doctor's note).

Electronic Device Policy

Electronic devices are allowed in class, provided they do not disturb or distract teaching or learning. Students are encouraged to use electronic devices appropriately – e.g. for educational purposes / note-taking.

Attendance Policy

Attendance will be taken every class. 10% of your final grade will be based on your attendance and class participation. Accommodation will be made for student illness or other unforeseen events. A doctor's note may be requested.

Final Examination Policy

For **Fall 2018**, the established examination period is **December 6-21, 2018**. The schedule will be available in October. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: <https://uwaterloo.ca/registrar/final-examinations>)

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

Academic Integrity:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: <https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory> Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4 (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>). When in doubt, please be certain to contact the department’s administrative assistant, who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe

they have grounds for an appeal should refer to [Policy 72, Student Appeals \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

Academic Integrity website (Arts):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo):

<http://uwaterloo.ca/academic-integrity/>

Accommodation for Students with Disabilities:

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

Intellectual Property. Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext 32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

A respectful living and learning environment for all

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.
2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.
3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.

Sona and Research Experience Marks Information & Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Students may earn a **"bonus" grade of up to 1%** in this course through research experience.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

How to earn extra marks for your Psychology course(s) this term by participating in studies ...

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your LAB and/or ONLINE studies using the "Sona" website.

Participation in LAB studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies has increment values of .25 credits for each 15-minutes of participation. Researchers will record student's participation, and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

**** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.****

More information about the REG program is available at:
[REG Participants' Homepage](#)

Option 2: Article Review as an alternative to participation in research

Students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your prof to get approval for the article you have chosen before writing the review.* A review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.