

Course Outline (PSYC 5316EL01)

2008

Professor B. Bigelow, ABPP

Advanced Child Psychology: Developmental Disabilities

Texts:

Brown & Percy (Eds.) (2007). **A comprehensive guide to intellectual and developmental disabilities.**

Wicks-Nelson, R., & Israel, A. C. (2003). **Behavior disorders of childhood** (Fifth Edition). NJ; Prentice Hall.

Note: Brown & Percy is at the ‘cutting edge’ of developmental/intellectual disabilities and incorporates behavioural and biological/genetic markers, along with excellent chapters dealing with ethics and treatment considerations. Since this is only a half course (12 weeks), there is insufficient time to cover the text in its entirety. Thus, we will attempt to survey the first half (diagnostics) in class. The second half will be dealt with through assignments based on Wicks-Nelson. As a behavioral text, we can attempt to integrate behavioral symptoms, such as hyperactivity etc. with their correct biologically verified disorders. Papers written in this course should attempt to address “dual diagnostic” or “co-morbidities”. As psychologist-in-training, and as practitioners, we must be careful not to be premature in a diagnostic attempt that is not informed.

This course occurs at an exciting time on developmental science as findings from the Genome Project are significantly informing and at times upsetting our pre-arranged notions of development disabilities (*DDs*)/ intellectual disabilities (*DDs*). As a board certified child & adolescent psychologist, your professor takes an especially keen interest in *DDs/IDs* and the course promises to be very exciting for all.

Background:

The student should optimally have a background in introductory and development/child psychology. Of course, some biology is an asset but not a prerequisite. If there are students without such backgrounds, we will attempt to accommodate your needs as much as we can. If you are really keen, you should learn very well.

Tests

There will be two tests, one at the end of October and one during the last class at the end of November. Each test will have 30 true/false, matching items and short answer items. Each test is worth 40% of the final grade.

Assignments:

Each student must complete an essay assignment. The task is addressing a key “dual diagnostic issue”. Such overlapping symptoms can and often do emanate from several unrelated but similarly presenting disorders. This summary should not exceed 7-8 pages (double spaced) and should include a title page and a page of any applicable references aside from the texts themselves. We expect that each paper will consist of at least 20 markable points and is worth 20% of the final grade.

Other bases for paper will also be considered, as long as the idea deals with course content. Please clear such ideas with the instructor before hand.

Please be advised that all work is to be done by oneself and that plagiarism is not tolerated. Any plagiarism that is detected will result in a failing grade. Plagiarism is using some one else’s work as if it were your own. If in doubt, please ask.

PowerPoint:

A full Power point of Brown & Percy is available. Feel free to use this to help you follow along. Be mindful of the fact that the Power point is not a substitute for reading the text. The Power point can be obtained by e-mailing me at bbigelow@laurentian.ca or CLarcher@Laurentian.ca...

Attendance:

Attendance is mandatory. Illnesses or family emergencies do happen and these facts can be substantiated with either a doctor’s or nurse’s note or some other means of documentation. No other basis for absenteeism is tolerated. More than 20% absenteeism will result in a failing grade. Attendance works.

Teaching Assistants:

If this course is assigned T.A.s or G.T.A.s, then their contact information and office hours will be made available to you. Please make good use of them.

Good Luck! This promises to be a very interesting course.