Faculty of Science Course Syllabus
Department of Psychology and Neuroscience
PSYO4120 (CRN - 12906) Topics in Clinical Psychology (Neurodevelopmental Disorders)
2023/2024 Fall

Dalhousie University acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.

Dalhousie University also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

Course Instructor: Dr. Penny Corkum

Course Time/Location: Thursdays 3:35-5:25pm/LSC C212

Office: Life Science Centre-Psychology Wing Rm 2521

Office Hours: email to schedule a meeting

E-Mail: penny.corkum@dal.ca

Course Description

This course focuses on neurodevelopmental disorders (NDDs) and covers diagnostic information, assessment, and treatment. It also considers diversity factors and how these impact the presentation of the NDD. The course takes a developmental psychopathology lens to understanding NDDs. We will cover all seven NDDs included in the DSM-V (Intellectual Developmental Disorders, Communication Disorders, Autism Spectrum Disorders, ADHD, Specific Learning Disorder, Developmental Coordination Disorder, Tic Disorders).

Course Prerequisites: Honours student in Psychology or Neuroscience; Course Exclusions: N/A

Learning Objectives

By the end of the course, you should be able to:

- Describe what NDDs are and why a developmental psychopathology lens is the best way to understand these disorders
- Appreciate the importance of neurodiversity and neurodiversity-affirming assessment and treatment for NDDs
- Explain the diagnostic criteria for each NDD along with associated features, comorbidities, and describe the importance of differential diagnosis for NDD diagnoses
- Describe evidence-based assessment for each NDD
- Discuss current knowledge about the impact of NDDs on development of the child, as well as the impact it has on others
- Understand the etiology, prevalence, and developmental course for each NDD and what impacts these factors (i.e., risk and resiliency)
- Describe how diversity factors (e.g., sex, gender, culture, race/religion, SES, age) can impact the presentation and prognosis of NDDs
- Describe evidence-based treatment for each NDD and the myths and misconceptions related to this for each NDD

Course Structure

Course Delivery: This is an in-person course; however, there may be classes that will be held virtually and if so, students will be given at least 24 hours' notice and the class will be held on MS Teams at the regularly scheduled time. For any virtual class, students will require a mic and camera on the computer that they use to access MS Teams. The classes will not be recorded for in-person or virtual classes. Given that the instructor has a hearing impairment, students may be asked to wear a mic when presenting. Please try to speak loudly and clearly when presenting and discussing in class.

Course Material

There are no textbooks required for this class; however, students will need to access the online DSM-5 at https://dal.ca.libguides.com/psychiatryonline to use as a resource. Students will also need to access relevant research literature through Dalhousie University's library databases at https://libraries.dal.ca/

We will be using Microsoft Teams for this course to store and share documents, meet for virtual classes (if needed), and to have meetings with the course instructor.

Student Resources

The last 2 pages of this course syllabus outlines student resources. If you require support for the course technology (Teams) you can contact Academic Technology Services (ATS) at intech@dal.ca. For assistance with other university technologies, like your email, contact Information Technology Services (ITS) at support@dal.ca

Class Expectations/Conduct

Fourth year undergraduate students completing an honours degree in the department of psychology and neuroscience are welcome to take this course. It is expected that students will possess sound foundational knowledge relating to the science of human behaviour, development, and psychopathology. The course will include a combination of lectures, in-class discussion, activities, and student-led presentations. Students are expected to participate actively in all aspects of the course. Students should come to class prepared (e.g., completing all readings). Links to course readings and other materials will be available on MS Teams.

Please be aware that this is a class that allows for open discussion regarding potentially difficult topics. Students are expected to be respectful of everyone's opinion/feelings and to behave in an appropriate manner across all aspects of the course. Lively discussion and conflicting opinions are welcome and encouraged, but personal attacks, disrespectful comments, and any identity slurs, based on, for example, gender, race, ability, or religion will not be tolerated.

If you find you are troubled by material while taking this course, please see the instructor. If you find that you need support or counseling, please pursue external support by seeking out a supportive friend, counselor, and/or a social service. Students may access Dalhousie Student Health & Wellness Centre: https://www.dal.ca/campus_life/health-and-wellness/services-support/student-health-and-wellness.html

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Evaluation Components

(Note: Presentations, articles, and resources will be shared with the PhD Clinical Psychology students who are in the Child Assessment class)

1) Participation (10%)

Students are expected to be active contributors to their own learning and to the learning of their peers. They will do this by sharing their thoughts, opinions, and questions during class discussions and activities. This will require students to attend all classes, the mastery testing sessions actively, and to come to class prepared by a careful and critical review of course materials (as provided by instructor and/or student presenters). Students should also be prepared to organize and attend planning meetings outside of class time.

2) Brief presentations on NDDs (30%)

Students will be in pairs and will select an NDD to focus on for the term. On 8 of the classes, students will present on the topic as it relates to the NDD they are focused on. The student pairs will divide the 8 presentations, so that each student presents 4 times. The presentations are no more than 10 minutes and should focus on the topic for the class. No more than 5 PowerPoint slides should be used for each presentation. One additional slide should be included that lists all resources used to prepare the presentation. These slides should be uploaded to the class MS Teams channel *prior* to the class. Also, one highly relevant and current article should be uploaded (systematic reviews and meta-analyses from the past 5 years are preferred). Files should be labelled using a standard naming system, for example, Week 2_ADHD_PPT and Week 2_ADHD_Article.

3) Assessment case studies (30%)

Students must attend the mastery assessment sessions of one PhD in Clinical Psychology student. There are 3 mastery sessions: 1) IQ testing (WISC-V), 2) cognitive processes of memory and visual-motor integration (VMI-6 & WRAML-3), and 3) academic achievement (WIAT-III), each which is about 1.5 hours in length. Students (in their pairs) will observe these sessions in the observation room of the clinical rooms on the 5th floor in the department. It is not permitted to record (audio or video) any components of these sessions. After each of the sessions, students can meet with the PhD student for approximately 15 minutes to ask any questions they have about the testing. The due date for these sessions is: Oct 11, Nov 1, & Nov 22, 2023 and as such, the sessions need to take place prior to these dates (typically within the 2 weeks prior to the due date). Students will work with the PhD student, and their student supervisor, to arrange a date for these sessions. It is critical to be as flexible as possible when booking these sessions given there are many schedules to be considered. Students will submit a one-page written reflection after each observation in which they will share their key learnings, what surprised them, questions they have, and how they think a child with the NDD they are focused on would behave during the assessment (i.e., test observations). The reflections are worth 15%. Students will also have to present a profile for the test observed based on the NDD that they are focused on. This will be prepared and presented as a "paired" assignment. Students will present these assessment profiles on Nov 30 during class. Each pair will have 15 min to present the profile and why they believe this would be the child's profile.

4) Treatment Resource Materials (30%)

Students, in pairs, will prepare both an infographic and a one-page myth/misconception factsheet on the NDD that they are focused on. Students will work with Emily Wildeboer, PhD student in Clinical Psychology, who will lead them through this process. Emily will present to the class on Oct 19 about evidence-based treatment. At this time, she will share the process that will be used to develop these resource materials and the details about evaluation. Students will have approximately one month to develop the resources, which will include a round of feedback from Emily. These resources will be shared in class on Nov 23. Each pair of students will have 15 min to "show and tell" their resource materials.

Conversion of numerical grades to final letter grades follows the Dalhousie Grade Scale

A+ (90-100)	B+ (77-79)	C+ (65-69)	D (50-54)
A (85-89)	B (73-76)	C (60-64)	F (0-49)
A- (80-84)	B- (70-72)	C- (55-59)	

Concern re: mark/grade

If you have a concern with a grade, please document your concern(s) in writing (via email) and submit to Dr. Corkum. A meeting (in-person or virtual) will be scheduled to address your concerns. All concerns must be raised within two weeks of the time when the mark is provided by the course instructor. It is the student's responsibility to check for accuracy in the recording of marks.

Course Policies on Missed or Late Academic Requirements

For all assignments: one point will be deducted for each day late (i.e., if the assignment is worth 10 points, then handing it in one day late would mean that the maximum score would be 9 points). Students requesting special consideration as a result of accommodations or conflict with a deadline for an assignment must do so in advance of the relevant deadline. Make-up and/or prorating options will be developed on a case-by-case basis depending on the course component(s) missed and the nature and extent of students' difficulties.

For presentations: if a student is ill and not able to attend their presentation, they MUST contact their teammates and the instructor prior to the presentation and make alternate arrangements with the instructor for meeting the requirement.

In all cases, students are required to provide appropriate documentation (Student Declaration Form) in order to make-up work/turn in work late or have penalties waived.

Course Policies related to Academic Integrity

All evaluation components, except written reflections, are completed in pairs and as such it is expected that students collaborate with their peer partner and that both students contribute equally to the work presented. The reflection should be completed individually. Given the nature of the evaluation components for this class, there is no need for the instructor to use plagiarism software, and it would not be possible for students to use generative AI and large language models (e.g., ChatGPT).

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Course Content

Week	Date	Content	Learning Activities
1	Sept 7	- Introductions & syllabus review - Introduction to neurodevelopmental disorders (NDD) - Developmental psychopathology perspective - Neurodiversity	- Lecture - Discussion
2	Sept 14	- Diagnostic criteria (core symptoms) - Differential diagnosis	- Instructor overview of topic areas (30 min) - Brief student presentations #1 (70 min) - Q&A (20 min)
3	Sept 21	- Associated symptoms (e.g., sleep, behaviour, learning) - Comorbidities – physical (e.g., seizure disorders, motor disorders) and mental health (e.g., anxiety, depression) disorders	- Instructor overview of topic areas (30 min) - Brief student presentations #2 (70 min) - Q&A (20 min)
4	Sept 28	- Evidence-based assessment	- Instructor overview of topic areas (30 min) - Brief student presentations #3 (70 min) - Q&A (20 min)
5	Oct 5	- Impact on developmental domains (cognitive, language, social-emotional, physical)	- Instructor overview of topic areas (30 min) - Brief student presentations #4 (70 min) - Q&A (20 min)
6	Oct 12	- Impact on others (e.g., family, siblings, teachers) and economic impact	- Instructor overview of topic areas (30 min) - Brief student presentations #5 (70 min) - Q&A (20 min)
7	Oct 19	- Evidence-based Treatment of NDD and Knowledge Mobilization **(Emily)**	- Lecture - Discussion

8	Oct 26	- Etiology & prevalence	- Instructor overview of topic areas (30 min) - Brief student presentations #6 (70 min) - Q&A (20 min)
9	Nov 2	- Developmental course and outcome (risk and prognostic factors, resiliency factors)	- Instructor overview of topic areas (30 min) - Brief student presentations #7 (70 min) - Q&A (20 min)
10	Nov 9	- Diversity factors - sex, gender, culture, race/ethnicity, religion, SES, age	- Instructor overview of topic areas (30 min) - Brief student presentations #8 (70 min) - Q&A (20 min)
11	Nov 16	Fall Study Break	
12	Nov 23	- Treatment of NDDs	- Student presentation of infographics and myths/misconceptions
13	Nov 30	- Case studies	- Students present case study profiles

University Policies and Statements

<u>Recognition of Mi'kmaq Territory</u>

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Visit or e-mail the Indigenous Student Centre at 1321 Edward St or elders@dal.ca. Additional information regarding the Indigenous Student Centre can be found at: https://www.dal.ca/campus_life/communities/indigenous.html

<u>Internationalization</u>

At Dalhousie, 'thinking and acting globally' enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders." Additional internationalization information can be found at: https://www.dal.ca/about-dal/internationalization.html

<u>Academic Integrity</u>

At Dalhousie University, we are guided in all our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. Additional academic integrity information can be found at: https://www.dal.ca/dept/university_secretariat/academic-integrity.html

<u>Accessibility</u>

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion, please contact the Student Accessibility Centre (https://www.dal.ca/campus_life/academic-support/accessibility.html) for all courses offered by Dalhousie with the exception of Truro. For courses offered by the Faculty of Agriculture, please contact the Student Success Centre in Truro (https://www.dal.ca/about-dal/agricultural-campus/student-success-centre.html)

<u>Conduct in the Classroom – Culture of Respect</u>

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Additional diversity and inclusion information can be found at: http://www.dal.ca/cultureofrespect.html

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner - perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. The full Code of Student Conduct can be found at: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html

Fair Dealing Policy

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie. Additional information regarding the Fair Dealing Policy can be found at: https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html

Originality Checking Software

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method. Additional information regarding Originality Checking Software can be found at: https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html

Student Use of Course Materials

Course materials are designed for use as part of this course at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g., uploading to a commercial third-party website) may lead to a violation of Copyright law.

Student Resources and Support

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates): http://www.dal.ca/academics/important_dates.html
- Classroom Recording Protocol: https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html
- Dalhousie Grading Practices Policies: https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Grade Appeal Process: https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html
- Sexualized Violence Policy: https://www.dal.ca/dept/university_secretariat/policies/health-and-safety/sexualized-violence-policy.html
- Scent-Free Program: https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html

Learning and Support Resources

- General Academic Support – Advising (Halifax): https://www.dal.ca/campus_life/academic-support/advising.html
- General Academic Support – Advising (Truro): https://www.dal.ca/about-dal/agricultural-campus/ssc/academic-support/advising.html
- Student Health & Wellness Centre: https://www.dal.ca/campus_life/health-and-wellness.html
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond): https://www.dal.ca/campus_life/academic-support/On-track.html
- Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html
- Indigenous Connection: https://www.dal.ca/about-dal/indigenous-connection.html
- Elders-in-Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803: https://cdn.dal.ca/content/dam/dalhousie/pdf/academics/UG/indigenous-studies/Elder-Protocol-July2018.pdf
- Black Student Advising Centre: https://www.dal.ca/campus_life/communities/black-student-advising.html
- International Centre: https://www.dal.ca/campus_life/international-centre.html
- South House Sexual and Gender Resource Centre: https://southhousehalifax.ca/about/
- LGBTQ2SIA+ Collaborative: https://www.dal.ca/dept/vpei/edia/education/community-specific-spaces/LGBTQ2SIA-collaborative.html
- Dalhousie Libraries: http://libraries.dal.ca/
- Copyright Office: https://libraries.dal.ca/services/copyright-office.html
- Dalhousie Student Advocacy Services: https://www.dsu.ca/dsas?rq=student%20advocacy
- Dalhousie Ombudsperson: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html

- Human Rights and Equity Services: https://www.dal.ca/dept/hres.html
- Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Study Skills/Tutoring: http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html
- Faculty of Science Advising Support: https://www.dal.ca/faculty/science/current-students/undergrad-students/degree-planning.html

Safety

- Biosafety: http://www.dal.ca/dept/safety/programs-services/biosafety.html
- Chemical Safety: https://www.dal.ca/dept/safety/programs-services/chemical-safety.html
- Radiation Safety: http://www.dal.ca/dept/safety/programs-services/radiation-safety.html
- Laser Safety: https://www.dal.ca/dept/safety/programs-services/radiation-safety/laser-safety.html