RS3760b provides students with a foundational background in both common and unique clinical disorders in childhood, including principles regarding assessment, evaluation, and treatment. Emphasis is placed on recent research and evidence-based practice. Topics include neurological, intellectual, and motor disorders, as well as coverage of the areas of speech, vision, and language development. The course is offered in lecture/seminar format to encourage discussions regarding relevant material.

**Prerequisites:** Health Sciences 2700a/b or Kinesiology 3347a/b  
**Antirequisites:** Health Sciences 3090b-002 if taken in 2011

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**2. COURSE INFORMATION**

Instructor: Dr. Iman Ibrahim  
Email: iibrah@uwo.ca  
Office Hours: By appointment  
Office Location: TBA  
Preferred contact method: email: iibrah@uwo.ca  
Lecture Time: Wednesdays 11:30 am – 14:30pm  
Lecture Location: HSB-35.  
TA: TBA
3. CLASS SCHEDULE AND FORMAT

The class consists of one lecture per week (3 hours). The lectures will be lecture/seminar based and participation in class discussions is encouraged and expected. Students are expected to participate through sharing their perspectives and voicing relevant questions. Students are expected to read the assigned readings before coming to class.

4. TEXTBOOK AND READING MATERIALS

No textbook is required. Selected chapters from textbooks and journal papers, as well as other course material, will be made available via the course website.

5. COURSE WEBSITE

News and course updates will be posted on OWL (http://owl.uwo.ca) Western’s learning management system. This is the primary method by which information will be disseminated to all students in the class, so you are responsible for checking OWL on a frequent basis.
6. **LEARNING OBJECTIVES**

With attendance and active class participation, by the end of this course, students will be able to:

1. Describe normal prenatal embryologic and body systems development and the factors that can negatively affect fetal development.

2. Describe age-appropriate developmental milestones for infants and preschool children in the following domains: gross motor, fine motor, communication, cognitive, and personal-social.

3. Discuss potential factors influencing the acquisition of basic and functional motor, neurological, cognitive, social, learning, and communicative abilities in infancy and early childhood.

4. Explain the essential pathophysiology, consequences, and management of common pediatric disorders.

5. Practice collecting assessment data relevant to the child’s and family’s needs and pediatric rehabilitation. This includes selecting and utilizing appropriate screening and assessment tools for early detection and diagnosis of developmental and functional disabilities.

6. Apply a family-centered approach when consulting with the children and their parents/caregivers to obtain information about their health, associated history, previous health interventions, planned interventions, and expected outcomes.

7. Be introduced to the ideas of analysis and interpretation and interpret clinical findings and explain them in terms that families and children can understand.

8. Establish and follow up a multi-disciplinary rehabilitation plan based on recent research and evidence-based practice for children presenting with common disabilities, and explain the role of each specialist in that plan.

7. **TENTATIVE LECTURE SCHEDULE**

Changes to this lecture schedule will be announced in class and on the course website. When possible, all lecture slides and course readings will be made available on the course website prior to the scheduled lecture. It is expected that you will obtain lecture material prior to attending lecture and be prepared for class discussions by reading the assigned articles in advance.
<table>
<thead>
<tr>
<th>DATE</th>
<th>WEEK</th>
<th>TOPIC</th>
<th>DEADLINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 5th</td>
<td>1</td>
<td>Introduction to Health and Disability in Childhood</td>
<td></td>
</tr>
<tr>
<td>Jan 12th</td>
<td>2</td>
<td>Normal Development and Key Principles</td>
<td></td>
</tr>
<tr>
<td>Jan 19th</td>
<td>3</td>
<td>Learning &amp; Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Jan 26th</td>
<td>4</td>
<td>Early Motor Disorders</td>
<td></td>
</tr>
<tr>
<td>Feb 2nd</td>
<td>5</td>
<td>Neurological Disorders</td>
<td>Quiz</td>
</tr>
<tr>
<td>Feb 9th</td>
<td>6</td>
<td>Children with ADHD</td>
<td></td>
</tr>
<tr>
<td>Feb 16th</td>
<td>7</td>
<td>In-Class Case Study</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>Feb 23rd *</td>
<td>8</td>
<td>Spring Reading Week (No class)</td>
<td></td>
</tr>
<tr>
<td>Mar 2nd</td>
<td>9</td>
<td>Autism Spectrum Disorders</td>
<td>Presentation Proposal Due</td>
</tr>
<tr>
<td>Mar 9th</td>
<td>10</td>
<td>Speech and Language Impairments</td>
<td></td>
</tr>
<tr>
<td>Mar 16th</td>
<td>11</td>
<td>Hearing and Visual Impairments</td>
<td></td>
</tr>
<tr>
<td>Mar 23rd</td>
<td>12</td>
<td>Strategies for Optimizing Development</td>
<td>Presentations</td>
</tr>
<tr>
<td>Mar 30th</td>
<td>13</td>
<td>Final Exam Review</td>
<td>Presentations</td>
</tr>
<tr>
<td>April 4th -30th</td>
<td></td>
<td></td>
<td>Final Exam</td>
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</tbody>
</table>

*No classes:
- Feb. 19th to 27th, 2022 (Spring Reading Week)
- After Apr. 1st 2022

8. EVALUATION AND EXAM SCHEDULE
Course evaluation will consist of a quiz, midterm exam, presentation, final examination, and participation throughout the term. See below for the breakdown.

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>DATE</th>
<th>GRADE %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>Feb. 2\textsuperscript{nd}</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>Feb.16\textsuperscript{th}</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>Entire term</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation</td>
<td>March 23\textsuperscript{rd} &amp; 30\textsuperscript{th}</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Scheduled during exam period.</td>
<td>35%</td>
</tr>
</tbody>
</table>

Quiz (15\%): In-class quiz covering all material to date. The format will be 25 multiple-choice questions and 2 short-answer style questions and . (1 hour)

Midterm Exam (25\%): In-class exam covering all content since the first quiz, including key principles covered during the term. The format will be multiple-choice questions and short-answer style questions. (1.5 hours)

Participation (10\%): Students will be awarded participation marks for classroom discussions, small in-class assignments that are completed either individually or in groups, or postings in active forums on the owl site.
Presentation (15%): Students will be responsible for forming groups of 3-5 students each to present on a critically-appraised topic answering a self-selected clinical question that is important to them. A rubric is provided in the table below. A sample presentation will be discussed in class.

**Oral Presentations Scoring Rubric**

<table>
<thead>
<tr>
<th>RESPONSE TO THE PROPOSED QUESTION</th>
<th>Excellent (5)</th>
<th>Very good (4)</th>
<th>Good (3)</th>
<th>Adequate (2)</th>
<th>Weak (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The presentation responds to the proposed question properly and addresses all relevant aspects</td>
<td>The presentation responds to the proposed question and addresses relevant aspects but has minor weaknesses</td>
<td>The presentation responds to the proposed question and addresses relevant aspects but has several minor weaknesses</td>
<td>The presentation deviates from the proposed question and does not respond to the proposed question</td>
<td></td>
</tr>
</tbody>
</table>

**CONTENT:**

- Importance of topic, relevance, accuracy of facts, overall treatment of topic
  - Topic is tightly focused and relevant; presentation contains accurate information with no fact errors
  - Topic is adequately focused and relevant; major facts are accurate and generally complete
  - Topic is adequately focused and relevant; but some major facts are inaccurate or incomplete
  - Topic would benefit from more focus. presentation contains some fact errors or omissions
  - Topic lacks relevance or focus; presentation contains multiple fact errors

**ANALYSIS & DISCUSSION:**

- Oral presentations are expected to provide an appropriate level of analysis, discussion and evaluation
  - Presented material is completely analyzed and evaluated, providing support for main points with reasons, discussion of alternatives, explanations, and examples as appropriate
  - Presented material is analyzed and evaluated and appropriate reasons, good discussion of alternatives, explanations, and examples are given for most of the main points
  - Presented material is analyzed and evaluated and appropriate reasons, adequate discussion of alternatives, explanations, and examples are given for most of the main points
  - Presented material is analyzed and evaluated at a reasonable level but is not used effectively to support many of the main points
  - The depth of analysis and evaluation of the presented material is not sufficient, and discussion contains unnecessary or trivial material

**ORGANIZATION & CLARITY:**

- Appropriate introduction, body, and conclusions; logical ordering of ideas; transitions between major points
  - Ideas are presented in logical order with effective transitions between major ideas; presentation is clear and concise
  - Most ideas are in logical order with adequate transitions between most major ideas; presentation is generally clear and understandable
  - Most ideas are in logical order but with inadequate transitions between most major ideas; or lack of proper organization
  - Some ideas are not presented in proper order; transitions are needed between some ideas; some parts of presentation may be wordy or unclear
  - Ideas are not presented in proper order; transitions are lacking between major ideas; several parts of presentation are wordy or unclear

**SPEAKING SKILLS:**

- Speaker is well prepared,
- Speaker is prepared and
- Speaker is prepared and
- Speaker is reasonably
- Speaker is not prepared and
Presenters are expected to use an effective speaking style which exhibits enthusiasm, generates interest in the audience, and communicates the intended information.

<table>
<thead>
<tr>
<th>STYLE &amp; FORMAT: Presentations are expected to be stylistically effective – that is, to consist of visual aids with well-chosen words and graphics which complement the speaker, and consistent with the time limit of the presentation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The visual aids (e.g. PowerPoint slides) are informative, well designed, easy to read, and complement the speaker’s content. The number of slides is consistent with the time limit of the presentation.</td>
</tr>
<tr>
<td>The visual aids are informative and generally supportive of the presentation, but could be improved to more effectively complement the speaker’s content.</td>
</tr>
<tr>
<td>The visual aids are generally supportive of the presentation, but some of them are difficult to read, too busy, and/or not necessary for the intent of the talk.</td>
</tr>
<tr>
<td>Visual aids are not designed to effectively convey the information intended by the speaker.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OVERALL IMPRESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>very interesting, informative, pleasant to listen to.</td>
</tr>
<tr>
<td>Interesting, informative, but with a few minor deficiencies</td>
</tr>
<tr>
<td>Informative, but difficult to follow, some interruptions</td>
</tr>
<tr>
<td>Boring, provides little information, major deficiencies</td>
</tr>
<tr>
<td>Very boring, multiple deficiencies and interruptions</td>
</tr>
</tbody>
</table>

Final Examination (35%): This exam will cover topics since the midterm, as well as key principles covered during the entire term. The exam format will be 45 multiple-choice and 5 short-answer style questions. (2 hours)

* During Exams: Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

* During Lectures: Although you are welcome to use a computer during lecture periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Late proposal: A late proposal will be penalized 10% for each day, or part of day, that it is late. For example, an assignment graded as 41/50 will have 5 points deducted from the mark if handed in one day late and will be recorded as 36/50. There will be no exceptions except for valid, extenuating circumstances (death in the family, incapacitating illness etc,) which MUST be documented as outlined below in the case of
medical illness). The university-wide descriptors of the meaning of letter grades outlined as follows are approved by Senate.

**A+ 90-100**
One could scarcely expect better from a student at this level.

**A 80-89**
Superior work which is clearly above average.

**B 70-79**
Good work, meeting all requirements, and eminently satisfactory.

**C 60-69**
Competent work, meeting requirements.

**D 50-59**
Fair work, minimally acceptable.

**F below 50**
Fail.

The expectation is that course marks will be distributed around the following averages: It is expected that the grades for this course will fall between 72-76 (core) and 74-78 (elective). In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student’s grade, by the instructor, to bring the class average in line with school policy.

The University of Western Ontario Academic Policies and Regulations

1. **POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES**

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student’s overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation must be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration, and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean’s Office in consultation with the student’s instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.
If supporting documentation is from a family physician, Hospital Urgent Care Centre or Emergency Department, or a walk-in clinic, a UWO Student Medical Certificate (SMC) is required and can be downloaded at [medicalform.pdf (uwo.ca)](medicalform.pdf (uwo.ca)).

Documentation should be obtained at the time of the initial visit. If it is not possible to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student “was seen for a medical reason” or “was ill” is not considered adequate to support a request for academic accommodation. If documentation is from Student Health Services, the student should sign a release of information form. All documentation is to be submitted to an Academic Advisor. Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of university policy regarding extensions of deadlines or makeup exams can be found at [Academic Calendar - Western University (uwo.ca)](Academic Calendar - Western University (uwo.ca)).

2. **ABSENCES**

Regular attendance is expected and essential for all courses, but particularly those that include participation grades in their evaluation schemes. Participation means not only attendance, but active engagement in the class, including (for example) contribution to small and large group discussions, a demonstrated effort to prepare for class by completing assigned readings before class, and following the instructor’s guidelines for use of electronic devices during class time. Students who miss classes, or parts of classes, are responsible for the material they have missed. Instructors are not obliged to review the contents of missed lectures.

Persistent absenteeism may have serious repercussions and may result in you failing this course. In this course, the equivalent of 3 weeks of unexcused absences, per term, will be considered to be persistent absenteeism. Persistent absenteeism will result in you being contacted by the instructor, who may request a meeting. Continued absence after this point will be reported to the Undergraduate Chair and may result in debarment from writing the final examination, and/or submitting the final course paper. In such a case, you would receive a grade of zero on the evaluations from which you were debarred.

3. **ACADEMIC CONCERNS**

The University recognizes that a student’s ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

(i) Submitting a Self-Reported Absence form, provided that the conditions for submission are met;

(ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or
(iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration:

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;
- Must communicate with their instructors no later than 24 hours after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;
- Are advised that all necessary documentation, forms, etc. are to be submitted to academic counselling within two business days after the date specified for resuming responsibilities.

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe as to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less. The following conditions are in place for self-reporting of medical or extenuating circumstances:

a. Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;
b. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30am the following morning if the form is submitted after 4:30pm;
c. The duration of the excused absence will terminate prior to the end of the 48 hour period, should the student undertake significant academic responsibilities (e.g., write a test, submit a paper) during that time;
d. The duration of an excused absence will terminate at 8:30am on the day following the last day of classes each semester, regardless of how many days of absence have elapsed;
e. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations (i.e., “bellringers”);
f. Self-reporting may not be used for assessments (e.g., midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;
g. Students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the McCann Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

Academic Calendar - Western University (uwo.ca)

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Computer-Marked Tests and Exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.
Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees if you are dropped from a course for failing to have the necessary prerequisites. Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. STATEMENT ON HEALTH AND WELLNESS:

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western’s Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (http://www.music.uwo.ca/), or the McIntosh Gallery (http://mcintoshgallery.ca/). Further information regarding health and wellness-related services available to students may be found at http://www.health.uwo.ca/.

If you are in emotional or mental distress should refer to Mental Health@Western Mental Health Support - Health & Wellness - Western University (uwo.ca) for a complete list of options about how to obtain help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: Health & Wellness - Western University (uwo.ca).

8. PROFESSIONALISM & PRIVACY

Western students are expected to follow the Student Code of Conduct https://www.uwo.ca/univsec/pdf/board/code.pdf.

Copyright Statement

Please be aware that all course materials created by the instructor(s) are copyrighted and cannot be sold/shared. Those include materials used in tests/quizzes, midterms, and finals. Any posting/sharing of
such materials in part or whole without owner’s consent is considered as violation of the Copyright Act and will be considered as a scholastic offence. In addition, online services are actively monitored. Any questions that are coming out during midterms and finals and are posted to an online service will be searched. Such an activity will be considered as a scholastic offence and will result in academic penalty.

9. SUPPORT SERVICES

There are various support services around campus, and these include, but are not limited to:

● Student Development Centre -- http://academicsupport.uwo.ca/
● Student Health -- https://www.uwo.ca/health/
● Registrar’s Office -- http://www.registrar.uwo.ca/
● Ombudsperson Office -- http://www.uwo.ca/ombuds/

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document in a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.