Instructor: Michelle Deen  
Phone: 403-479-6474  
Email: michelle@michelledeen.ca  

Office Hours / Virtual Office Hours: By appointment (email for a time)  

Term Dates: July 5 – August 17, 2016  

Synchronous Seminars: (off-campus) Tuesday evenings 5-8pm (MST)  

Course Description:  
This course focuses on an examination of ADHD history, theories and models, description and diagnosis, epidemiology, developmental course, co-morbidity, associated characteristics, and intervention/treatment options.  

Extended Course Description:  
This introductory course focuses on an examination of ADHD history, theories and models, description and diagnosis, epidemiology, developmental course, co-morbidity, associated characteristics, and intervention/treatment options. This course is intended to provide the foundational understanding of ADHD and its associated challenges that is needed to take a balanced and informed approach. Particular attention will be given to examining the functioning of children with ADHD across cognitive, academic, social, and emotional/behavioural domains.  

Learner Outcomes:  
Through classes, peer presentations, directed readings, and independent research and reflection, students will become knowledgeable about:  
- The history, underpinnings, diagnostic criteria, and developmental course of ADHD  
- Similarities and distinctions in symptoms, associated characteristics, and course of ADHD subtypes  
- Contemporary models of ADHD and how these models guide our understanding and approach to assessment and intervention  
- Challenges often faced by children with ADHD across academic, family, and social settings  
- Patterns of comorbidity with other mental health and learning disorders  

Course Design and Delivery:  
As EDPS 693.01 is being offered within the contracted summer term (2 months), students should plan to devote a minimum of 20 to 30 hours per week to this course. This course includes both synchronous and independent learning components. The online class meetings are at the times noted in the schedule below. The online class meetings will be held via Adobe Connect on Tuesday evenings throughout the term from 5-8 PM (MST; 4-7 PM PST). Desire2Learn (D2L) will be used to post class resources, including links to readings and video, and as a site for ongoing dialogue. To access the course in D2L, you are required to enter your IT username and password. An active University of Calgary email address is also required / expected. You will also need to have a head set with a microphone.
**REQUARED READINGS:**

A textbook has not been assigned for this course. Instead, required readings will be posted on D2L for your reference. Additionally, Attention-Deficit Hyperactivity Disorder: A Handbook for Diagnosis and Treatment (4th ed.), can be accessed online via the University of Calgary Library.

**Week 1: Introduction to ADHD**


**Week 2: Executive Functioning & ADHD**


**Week 3: ADHD in the classroom**


**Week 4: ADHD and Relationships**


Week 5: ADHD & Internalizing/Externalizing challenges


Week 6: ADHD progression & outcomes


Recommended Readings:


**Weekly Course Schedule**: This schedule may change slightly to meet the emerging needs and dynamics of the participants in the course.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Tuesday Night Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 5</td>
<td>What is ADHD?</td>
<td>CLASS</td>
</tr>
<tr>
<td>July 12</td>
<td>Executive Functions and ADHD</td>
<td></td>
</tr>
<tr>
<td>July 19</td>
<td>ADHD in the Classroom</td>
<td>CLASS</td>
</tr>
<tr>
<td>July 26</td>
<td>ADHD &amp; relationships</td>
<td></td>
</tr>
<tr>
<td>Aug 2</td>
<td>ADHD &amp; Co-morbidities</td>
<td>CLASS</td>
</tr>
<tr>
<td>Aug 9</td>
<td>ADHD Progression &amp; Outcomes</td>
<td></td>
</tr>
<tr>
<td>Aug 16</td>
<td>Wrap up</td>
<td>CLASS</td>
</tr>
</tbody>
</table>
### Live Classes

<table>
<thead>
<tr>
<th>Live Classes</th>
<th>Topic</th>
<th>Presentation Topics</th>
</tr>
</thead>
</table>
| Tues., July 5 | • Introduction to Course  
• What is ADHD? |  

| Tues., July 19 | • Underpinnings & associated characteristics of ADHD  
• Review of Academic Writing | 1-2 presentations  
• Executive Functions & ADHD  
• Barkley’s model |
| Tues., Aug 2  | • Functioning & Well-being in ADHD  
• ADHD Progression & Outcomes | 4-5 presentations  
• Academic functioning  
• Peer relationships  
• Family functioning  
• Anxiety/Depression & ADHD  
• ODD/CD & ADHD |
| Tues., Aug 16 | • Moving from understanding to intervention  
• Wrap-Up | 1-2 presentations  
• ADHD in adolescence  
• ADHD in adulthood |

**Changes to Schedule:** Please note that changes to the schedule may occur in response to student questions and conversations.

**Learning Tasks and Assessment**

There are 5 required assignments for this course. The completion of all assigned tasks is required for a passing grade in this course.

<table>
<thead>
<tr>
<th>Learning Task</th>
<th>Description of Learning Task</th>
<th>Percent of Final Grade</th>
<th>Grouping for Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Presentation</td>
<td>Group presentation on one topic discussed during this course</td>
<td>25%</td>
<td>Groups of 2 or 3</td>
</tr>
<tr>
<td>Term Paper: Topic Proposal</td>
<td>Brief written proposal of selected topic for the term paper</td>
<td>10%</td>
<td>Individual</td>
</tr>
<tr>
<td>Term Paper: Final Paper</td>
<td>Graduate-level research paper, incorporating course information as well as external sources</td>
<td>35%</td>
<td>Individual</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>Contribution to online Discussion Board forums regarding course topics</td>
<td>20%</td>
<td>Individual</td>
</tr>
<tr>
<td>Participation</td>
<td>In-class and online participation</td>
<td>10%</td>
<td>Individual</td>
</tr>
</tbody>
</table>

**Learning Task 1:** In Class Presentation - Due: Sign-up for presentation topics/dates will be available on D2L during the first week of this course, and will be determined on a first-come first-serve basis, 25%

During the semester, students will be expected to give a presentation during a live class session. Specifically, in groups of 2-3, students will present on a topic covered in the previous “block” of material. Potential topics for presentations are listed in the lecture schedule above. Presentations should ideally be 25-30 minutes. Presenters will provide a brief summary of the week’s readings associated with their topic and provide further insight into the topic based on their own review of current literature. Presentations should include any notable differences in the area between ADHD...
subtypes. Presenters should consult a minimum of 3-4 other resources, including websites, journals, or newspapers. Please note that at least 2 resources should be from peer-reviewed journals.

Student Presentation/Discussion Template:
1. Introduction (advanced organizer for the discussion)
2. Brief review of important content from the readings
3. Extending the readings; Significant issues
4. Most significant area of the readings for you
5. Group discussion (full class or smaller groups, based on your preference)
6. Consolidation of information and discussion
7. Potential relevance/implications for intervention & future research

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

Each area will be evaluated on the following scale:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate</td>
<td>Good</td>
<td>Very Good</td>
<td>Excellent</td>
<td></td>
</tr>
</tbody>
</table>

**Introduction:** (3%)
Provide advanced organizer to the class (i.e. what is going to be done, what is going to be covered in the discussion).
Provide some information about the relevance (significance) of the topic for the class.
Present some information about the purpose (e.g., learning objectives) of the discussion.

**Body:** (15%)
Provide concise review of relevant information from required readings.
Provide breadth and depth of information coverage through independent research.
Demonstrate that you have reflected on the information and that it makes sense to you.
Present significant issues related to the topic.
Identify any significant differences in the topic between ADHD subtypes, gender, etc.

**Conclusion:** (4%)
Provide some summary and consolidation of information presented (for example, primary themes in the discussion).
Provide relevant discussion questions for the class.
Present ways that information can be practically applied.
Identify potential avenues for future work.

**Style:** (3%)
Students appeared to be familiar with and interested in the material (for example, speaking rather than reading).
Presentation was organized and time was well-managed.
Group discussion was well-facilitated.

**LEARNING TASK 2: Term Paper - Topic Proposal - DUE: Tuesday, July 19th, 10%**
Students will submit a brief written topic proposal outlining their idea and specific research question for the term paper (see below). Topic proposals should include the following:

- 1 - 1.5 page (double-spaced) review of the topic you wish to explore, including:
  - The specific question you are hoping to answer through your review
  - The specific areas of research you will explore within your review
  - An indication that you have consulted the literature to ensure that you can adequately address this question. Students should be able to identify at least 3 references related to their topic, with a general sense of what the research indicates.
  - 1 brief paragraph outlining how/why the topic is relevant to you and/or your understanding of ADHD.
- Any references you include within this review should be properly cited in text and referenced at the end of your proposal.

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

<table>
<thead>
<tr>
<th>Item Evaluation</th>
<th>Outstanding (3)</th>
<th>Very Good (2)</th>
<th>Good/ Satisfactory (1)</th>
<th>Inadequate (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific question or hypothesis</strong></td>
<td>Clear and concise statement of the research hypothesis. The question is innovative and coherent.</td>
<td>Clear question that is coherent and relevant to the course information.</td>
<td>Clearly identified guiding question that is broadly related to course information.</td>
<td>No question stated or unclear as to what the guiding question is.</td>
</tr>
<tr>
<td><strong>Identification of area of research</strong></td>
<td>Explicit and succinct identification of area of research that is current and related to course material, and addresses the guiding question.</td>
<td>Identification of area of research that is related to course material and addresses the guiding question.</td>
<td>Presentation of area of research related to guiding question and to ADHD generally. Not necessarily current literature but still relevant.</td>
<td>Clear identification of area of research is not presented, or not relevant to course material.</td>
</tr>
<tr>
<td><strong>Brief description of the literature</strong></td>
<td>Insightful presentation of literature that demonstrates knowledge of research area as it pertains to the guiding question.</td>
<td>Clear presentation of the literature that demonstrates knowledge of the topic area.</td>
<td>Presentation of the literature that demonstrates some knowledge of the topic area.</td>
<td>Discussion of the literature is incomplete and limited.</td>
</tr>
<tr>
<td><strong>Relevancy</strong></td>
<td>Clear rationale describing how/why the findings in the literature are relevant to you, the course material, and ADHD in general. Link guiding question, research, and</td>
<td>Identification of the relevancy of the literature to you and your understanding of ADHD.</td>
<td>Identification of how/why the topic is relevant to you or your understanding of ADHD.</td>
<td>No discussion of how/why the topic or the literature is relevant to you or the course material.</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>More than 3 pertinent, peer-reviewed articles cited with the full reference.</td>
<td>3 peer reviewed articles cited with the full reference.</td>
<td>3 references cited with the full reference.</td>
<td>Less than 3 references cited and/or references not included at end of proposal.</td>
</tr>
</tbody>
</table>

*Each Item Evaluation area will be weighted evenly and converted into a percentage mark for the topic proposal.*
Late Penalty: A deduction from the final grade of 5% per day will apply to written assignments (including the Term Paper and Final Paper) that are submitted after the due date unless pre-approved, before the due date, by the course instructor.

**LEARNING TASK 3: Final Paper - DUE: Tuesday, August 16th, 35%**

Students will complete a 10-12 page literature review of a topic related to ADHD as addressed during the course. A minimum of 10 peer-reviewed references is expected. Papers will be completed independently, although you may write your paper on the same general topic as your presentation. Students should have their topics approved based on the topic proposal (above) before beginning writing. Please note that while your paper may briefly address implications for intervention (though not required), the primary focus should not be on intervention. In line with the focus of this course, your paper is intended to expand your understanding of and familiarity with current research on one aspect of ADHD. Final papers must follow the APA format as per The Publication Manual of the American Psychological Association, Sixth Edition and the following guidelines:

- Maximum of 10-12 pages (excluding references)
- Double-spaced
- 1 inch margins
- 12 point font (Times New Roman)

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

<table>
<thead>
<tr>
<th>Item Evaluation</th>
<th>Outstanding (6)</th>
<th>Very Good (4-5)</th>
<th>Good/Satisfactory (2-3)</th>
<th>Inadequate/Barely Adequate (0-1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Comprehension</strong> (6/35)</td>
<td>Based on information from many different sources, presented in a highly coherent and systematic form</td>
<td>Based on information from several sources that are well described and explained</td>
<td>Based on information from a few sources with some relationships and explanation</td>
<td>Based on information from limited sources with only basic explanation and few details</td>
</tr>
<tr>
<td>Integration (6/35)</td>
<td>Strong base of evidence and sound interpretation of links between theory, research and practice</td>
<td>Points are well developed and based on some evidence with links between research and practice</td>
<td>Points are well explained and some evidence is included with one or two links between theory, research, practice</td>
<td>Points are clearly presents but there is a lack of evidence and links between theory, research and practice</td>
</tr>
<tr>
<td>Application (6/35)</td>
<td>Statements are well illustrated and analysed with well contextualized implications for practice identified</td>
<td>Statements are carefully explained with practical implications for practice identified</td>
<td>Statements are explained with a few practical implications for practice identified</td>
<td>Statements are barely explained with incomplete or limited implications suggested</td>
</tr>
<tr>
<td>Critical Evaluation (6/35)</td>
<td>Strong well developed arguments with critical appraisal of problems, issues</td>
<td>Well developed arguments with careful appraisal of some key problems, issues</td>
<td>A few critical arguments are presented with some attempt at appraisal/evaluation</td>
<td>Little or no attention given to critical evaluation of problems and issues</td>
</tr>
</tbody>
</table>
The final 5% will be based on the overall professionalism of the paper, including appropriately following expectations provided for this paper (e.g., length, references, scope) as well as the use of correct APA formatting.

**LEARNING TASK 4: Discussion Board – DUE: Weekly, 20%**

Each week, 2-3 questions will be posted on the Discussion Board. You are to provide your thoughts and insights into each question and comment on other’s postings. Given the grading outline below, it will be important for you to demonstrate your understanding of the course readings as well as additional resources when posting your answers.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Qualitative Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Comments absent or show significant lack of understanding of content</td>
</tr>
<tr>
<td>1</td>
<td>Comments generally “weak” in nature (i.e. basic responses to other’s comments; comments reflecting simple agreement with comments of classmates; opinion-based comments with no substantive understanding of content)</td>
</tr>
<tr>
<td>2</td>
<td>Comments of “average” quality; may include some external references (course readings, other refereed sources); comments reflect acceptable degree of understanding of content and issues relevant ADHD in children/adolescents; overall engaging and interesting comments</td>
</tr>
<tr>
<td>3</td>
<td>Comments of “high” quality; reflect a high degree of understanding of content and critical issues; comments facilitate discussion and debate from classmates; comments often supported by relevant literature; questions posed that show understanding of the complexity ADHD and its influence in children/adolescents</td>
</tr>
</tbody>
</table>

**LEARNING TASK 5: Participation – DUE: Weekly, 10%**

Participation in class discussions is crucial for student learning in this class. As such, it is an expectation that students will participate during in-class discussions held in live class sessions (4 weeks). It is anticipated that the course instructors will provide some general discussion questions in advance so that all students may be prepared to provide some input on each topic. Students will be expected to comment on course readings, independent reading and research, and student presentations. Missing a live class will result in losing the participation marks for that class. Although use of the chatbox is encouraged, students are expected to have the required equipment set-up for each class to participate by voice in the discussion.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No interaction with classmates; Misses all classes; Never prepared; Never participates in discussions</td>
</tr>
<tr>
<td>1</td>
<td>Minimal interaction with classmates; Misses 3 classes; Rarely participates, is rarely prepared, and makes vague comments when he/she does participate</td>
</tr>
<tr>
<td>2</td>
<td>Limited interaction with classmates; Misses 2 classes; Inconsistent participation and inconsistently prepared, but when he/she does participate he/she makes constructive comments</td>
</tr>
<tr>
<td>3</td>
<td>Moderate interaction with classmates; Misses 1 class; Consistently participates, prepared for the majority of classes, and consistently participates constructively to the discussions</td>
</tr>
</tbody>
</table>
4  Makes a sincere effort to interact with classmates; Attends all classes and is fully prepared for most classes; Actively participates in discussions and occasionally advances the level and depth of the dialogue

5  Actively supports, engages and listens to peers; Attends all classes and is fully prepared for all classes; Actively participates in discussions and the majority of comments advance the level and depth of the dialogue

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**Graduate Programs in Education: Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>GP Value</th>
<th>Percent</th>
<th>Graduate Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95 - 100</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>90 - 94</td>
<td>Excellent - superior performance showing comprehensive understanding of the subject matter</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>85 - 89</td>
<td>Very good performance</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>80 - 84</td>
<td>Good performance</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>75 - 79</td>
<td>Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each year of the program.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>70 - 74</td>
<td>Minimum pass for students in the Faculty of Graduate Studies</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>65 - 69</td>
<td>All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>60 - 64</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>55 - 59</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>50 - 54</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>45 - 49</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>&lt; 45</td>
<td></td>
</tr>
</tbody>
</table>

*Based upon Faculty of Graduate Studies 2015/2016 Calendar, “Distribution of Grades”

It is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

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**Werklund School of Education Appeals Policy and Process**


**Universal Student Ratings of Instruction (USRIs)**

Students are strongly encouraged to complete course evaluations for each course taken in their program. Student feedback on their experience in a course is taken very seriously by the Werklund School of Education in timetabling and staffing courses. Student feedback via the Course Evaluation is used to monitor the quality of teaching, the quality of students’ learning experiences and the quality of course design in Graduate Programs in Education.

Students are advised to become familiar with the Faculty of Graduate Studies policies and the University of Calgary support services in these areas: intellectual property, academic integrity, plagiarism, research ethics, effective writing, and English language proficiency. Information about these topics is available through the following web addresses:

- **Plagiarism + academic misconduct**: [http://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html](http://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html)
- **Intellectual Honesty**: [http://www.ucalgary.ca/pubs/calendar/grad/current/gs-m.html](http://www.ucalgary.ca/pubs/calendar/grad/current/gs-m.html)
- **Integrity**: [http://www.ucalgary.ca/pubs/calendar/grad/current/gs-r.html](http://www.ucalgary.ca/pubs/calendar/grad/current/gs-r.html)
- **Research Ethics**: [http://www.ucalgary.ca/research/researchers/ethics-compliance](http://www.ucalgary.ca/research/researchers/ethics-compliance)
- **My Grad Skills**: [http://grad.ucalgary.ca/mygradskills](http://grad.ucalgary.ca/mygradskills)
Graduate Studies Calendar, Excerpts on Plagiarism:
O.1.a) Definitions
1. Plagiarism - Plagiarism involves submitting or presenting work as if it were the student’s own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged.
(b) Parts of the work are taken from another source without reference to the original author.
(c) The whole work (e.g., an essay) is copied from another source, and/or,
(d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

O.1.b) Penalties, can include and are not limited to:
1. Failing Grade - A student may be given a failing grade in either an exercise or course in which that student is found guilty of plagiarism, cheating or other academic misconduct. A student may not avoid a failing grade by withdrawing from the course.
2. Disciplinary probation.
3. Suspension.
4. Expulsion.

Copyright: All material used in the course is for the sole use of the individual and should not be recopied in either print or digital format. For copyright guidelines, including those relating to photocopying and electronic copies, please refer to the Association of Universities and Colleges of Canada (AUCC) fair dealing guidelines: http://library.ucalgary.ca/copyright

Academic Accommodations - It is the students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at www.ucalgary.ca/access.

Accommodations on Protected Grounds other than Disability
Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the appropriate Associate Dean, Department Head or the department/faculty designated contact person. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access.

Campus Security provides a range of services intended to promote and facilitate a safe and secure learning and living environment, e.g. the SafeWalk program for students attending classes on campus. For more information please visit http://www.ucalgary.ca/security/ or telephone 403-220-5333.

The Freedom of Information Protection of Privacy Act (FOIPP) prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit assignments, or submit/return assignments as electronic files attached to private e-mail message.

Emergency Evacuation Assembly Points - For both the Education Tower and Education Block, use the Scurfield Hall Atrium (Primary) or Professional Faculties Foodcourt. See: http://www.ucalgary.ca/emergencyplan/assemblypoints