

PSY 326-01: Intellectual/Developmental Disabilities
Grand Valley State University
Fall 2016

*This syllabus has been derived from one used by Dr. Jennifer James last spring

Instructor Information:

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Course Information:

Location: 2119 Au Sable Hall
Time: 6:00 pm to 8:50 am
Day: Wednesday
Prerequisites: PSY 101 and PSY 301

Office Hours: Wednesdays from 4:00 to 6:00 pm or by appointment. Email is the best way to contact me. I will try my best to get back to you as soon as possible.

Course Description (from catalog):

This class is an overview of historical perspectives, current practices, and lifespan issues for individuals with intellectual and developmental disabilities. The course covers diagnostic and assessment practices, etiology, prevention and intervention strategies.

Required Text:

Beirne-Smith, M., Patton, J., & Kim, S. (2006). Mental retardation: An introduction to intellectual disabilities, 7th Edition. Upper Saddle River, New Jersey: Pearson.

Any additional required readings will be placed on Blackboard

Grading:

Final grades are calculated by dividing your total number of points by the total points possible. I typically round up to the next percentage point at .6 and above. I utilize the following grading scale to determine the final grade. Please note: I do not offer extra credit on an individual basis, nor do I negotiate final grades.

Points Possible

| | |
|----------------------|-----|
| Choice Assignment | 20 |
| Controversial Issues | 30 |
| Group Project | 100 |
| Peer Review | 15 |
| In-Class Activities | 30 |
| Midterm | 100 |
| Final Exam | 100 |

Grading Scale

| | |
|----|--------------|
| A | 93 and above |
| A- | 90-92 |
| B+ | 87-79 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 60-66 |
| F | 59 and Below |

Course Requirements

Midterm and Final Examination (100 pts. each):

A midterm and final examination are required for this course. These exams will consist of approximately 50 questions that will assess your knowledge of content across the entire term. The midterm is scheduled for March 1. ***The final examination is scheduled for December 14 at 6:00 pm.***

The final exam will focus on interventions and education of students and adults with intellectual disabilities. Questions from group presentations will be on the exam. Therefore, it is extremely important that you attend each group presentation and take notes to assist your performance on the final exam.

Exam Policies: Make-up exams are only allowed in the case of an unavoidable emergency. An unavoidable emergency may include the following: serious illness, funeral, or unexpected car trouble. In order to make up an exam you must have documentation. Documentation can include: doctor's note, towing or car repair receipt, program from funeral, etc. You must provide this documentation within 24 hours of the missed exam. Please note that make-up exams must be completed within one week of the scheduled exam date. **Failure to notify me in advance, provide documentation, or complete the exam within the time frame, will result in a zero on the exam.**

During exams, you will be required to turn off all digital devices, such as cell phones, pagers, MP3 players, iPods and hand-held computers. Any student identified with such a device powered on during an exam will receive an F on the test at the instructor's discretion.

Assignment Submissions:

Assignments are due at the start of class on the due date. Assignments should be turned in as hard copies in class AND electronically via Blackboard. Assignments turned in after the start of class will be considered late. Late assignments will be accepted up to 3 days beyond the due date with a 25% deduction in points (i.e., if the deadline is Tuesday, work will be accepted through Friday). Late assignments should also be submitted via hard copy AND Blackboard.

Choice Assignment (20 points):

You will get to choose which assignment to complete for this assignment. Whatever you choose, your paper should be 1-2 pages long. The choices are:

- ***Interview:***

For this option, you will interview either an adult with an intellectual disability, a family member of someone with an intellectual disability, or a special education teacher. More information will be available in class.

- ***Disabilities in Media:***

Understandably, it may be difficult to find someone to interview for this assignment. If so, the other option is the Disabilities in Media paper. For this assignment, you will be asked to watch a movie or TV show episodes that feature a character with a developmental disability. Based on what we have learned in class readings and discussions, you will write a 1-2 page paper on if the character's disability was accurately portrayed. More detailed information on what is expected will be provided.

Controversial Issues (30 points)

For this assignment, you will select a controversial issue in the field of intellectual and developmental disabilities to research and describe your opinion on the issue. The purpose of this assignment is to: (1) have you think about the pros and cons of a controversial issue in the field of intellectual disabilities, (2) have you reflect on your own biases and how these biases might affect your opinion on the issue, and (3) help you reflect on the quality of information available on this topic. More information will be given in class.

Group Project (100 points):

A major portion of your grade will come from the group project. You will be paired in groups of three to four people to complete this project and come up with a presentation. The purpose of this project is to research the

efficacy of an intervention strategy relevant to children or adults with disabilities. Make it relevant to the field in which you would like to pursue a career in. You will be required to: read and summarize empirical research, synthesize information, and prepare a handout for practitioners. Although you may choose your own topic, I will provide a list of suggested topics. Any topic that is not on the list must be approved by me.

The project is due in three parts.

| | |
|--------------------|----------|
| List of references | 9/21/16 |
| Article Summary 1 | 10/26/16 |
| Final Project | 11/30/16 |

Peer Rating (15 points)

Since such a large portion of your grade is your group project, it is important that you are a responsible group member. This means being flexible, participating, and doing your part of the project in a timely manner. In order to assess your participation in your project, your group will be doing peer ratings at the end of the semester. I will take the average of your peer ratings out of 15 points for your total score. You will also be asked to do a self-reflection regarding your group participation.

Application Assignments (30 points):

During the semester, I will assign small assignments during class. Typically, assignments will be worth about 3-5 points. These assignments may include: in-class group activities, article responses, or case studies. The assignments will be announced in-class. Late assignments will not be accepted under any circumstances. If you miss an in-class activity, you will not be able to make it up (even if the absence is excused). In addition, because assignments will typically be given out in class, and may not be posted on blackboard, it is your responsibility to talk to classmates to determine if an assignment was given. Extra credit opportunity! There will be more assignments than the 30 points possible. If you attend all classes and participate, you are likely to get extra credit.

Course Policies

Attendance: Lecture attendance is essential for earning a satisfactory grade in this class. Attendance will not be taken during lectures. If you do need to miss a class period, please be aware of the following: (1) I will not go over the lecture with you or help you complete the lecture notes (you must consult with a peer in this class), (2) I will present a significant amount of content that is not in the textbook and this content is often on the exams, and (3) I will often provide time in class to work on your group project. Group members often get frustrated with individuals who are not in class to assist.

Lecture notes: Typically, I will post my lecture notes on blackboard prior to lecture. These notes typically outline the lecture, and do not contain all important information. Therefore, it is recommended that you take notes during lecture, as you will be held accountable for the lecture content, including information that is not posted on the slides. Although I will make every effort to post slides prior to lecture, it is not guaranteed. It is likely that there will be days that slides are not posted prior to class. Please do not email me and ask when the slides will be posted. In addition, some slides may be changed/added after I post.

Preparation for lecture: I expect that all students will be fully prepared for lecture. This is defined as reading the assigned text *prior* to the lecture and identifying any questions for clarification. I will often plan small group activities/discussions for during lecture, and it is essential that you are prepared to fully participate/benefit from these activities.

Electronic Devices: All electronic devices (cell phones, i-pods, etc.) are to be **turned off** and **put away** during lecture. There will be exceptions. For example, if conducting polls, I may ask you to use your phones or laptop computers to answer. Please refrain from text messaging, emailing, surfing the web, etc. during lecture. This is very disruptive to other students. Laptop computers are permitted for taking course notes only. If it becomes apparent during the term that laptops are being used for other purposes (emailing, instant messaging, surfing the web, etc.) I reserve the right to institute a "no laptop policy."

Canceled Classes: If classes are canceled at the university, any exam or assignment missed due to the cancellation will take place at the next scheduled class meeting time. If I cancel a class, I will notify the class via email.

University Policies

Accommodations for Students with Disabilities: If there is any student in this class who has special needs because of a learning, physical, or other disability, please contact me or Disability Support Services (DSS) at 331-2490. Although students with disabilities are held to the same academic standards as all other students, accommodations will be provided for you, as appropriate. Where warranted, accommodations will also be provided to students without a diagnosed disability if that student discusses the specific need with me and the accommodation appears to be justified. Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.

Academic Integrity: Students are expected to adhere to the university's policies on Academic Honesty. These policies are described in the catalog and in the Student Code. Cheating and plagiarism will be dealt with as per the procedures described in the Student Code.

Plagiarism: As described in Section 223.01 of the Student Code, "any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of other students ... Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism." In sum, copying the work of any other individual, whether that of another student, researcher, author or editor is considered plagiarism. This is not acceptable and will be dealt with according to the policies set forth in the Student Code, which may include receiving a 0 on the assignment, failing the course, and/or other university consequences. If you have questions regarding the appropriate use of citations and plagiarism, please contact the instructor BEFORE turning the assignment in. Please note that taking extensive content word-for-word from a journal, book or website is considered plagiarism.

Fire Procedures

Immediately proceed to the nearest exit during a fire alarm. Do not use elevators. More information is available on the University's Emergency website located at <http://www.gvsu.edu/emergency>.

Resources

Writing Center:

The Fred Meijer Center for Writing, with locations at the Allendale and Pew/Downtown Grand Rapids, is available to help you with writing in any of your classes. Also, through your Gmail account, you have access to online consultations through GoogleDocs. Writing consultants, who are fellow GVSU students, are trained to help you with all stages of your writing process, from brainstorming to organizing to editing your papers. The Center's services are free and appointments are available. Simply bring a draft of your paper, the assignment sheet, and your questions/concerns about the writing to any of the Center's locations. Hours of operation can be found on the GVSU website.

Speech Lab:

The mission of the Grand Valley State University Speech Lab is to empower speakers to shape their lives professions and society through confident and effective public presentations. Speech consultants, who are fellow GVSU undergraduates, are trained to assist with all parts of the speechmaking process including choosing a topic, organizing your thoughts, and practicing presentations. The Speech Lab is located in 154 Lake Michigan Hall (Allendale) and services are free for all Grand Valley undergraduates. For more information about the Lab, its hours, downtown locations, and to make an appointment, please visit the Lab website at: <http://www.gvsu.edu/speechlab>.

Course Schedule

Readings are due the date of the lecture topic. It is possible that this schedule will change, as some weeks we will move more rapidly, and some more slowly. However, general deadlines will remain the same unless otherwise indicated by the professor.

| Date | Topic and Activities | Assignments Due | Readings |
|-------------------|---|---|---|
| Week 1: 8/31 | <ul style="list-style-type: none"> Syllabus and class introduction Assignment Descriptions Course introduction | | <ul style="list-style-type: none"> Review Syllabus Review Assignments |
| Week 2: 9/7 | <ul style="list-style-type: none"> Lecture: History | | <ul style="list-style-type: none"> Chapter 1 |
| Week 3: 9/14 | <ul style="list-style-type: none"> Lecture: Definitions and Terminology | | <ul style="list-style-type: none"> Chapter 2 |
| Week 4: 9/21 | <ul style="list-style-type: none"> Lecture: Assessment and Diagnosis Group Work | <ul style="list-style-type: none"> List of References (Group Project) | Chapter 3 |
| Week 5: 9/28 | <ul style="list-style-type: none"> Lecture: Psychosocial Causes | | Chapter 5 |
| Week 6: 10/5 | <ul style="list-style-type: none"> Lecture: Biological Causes Choice Assignment Presentations (optional) | <ul style="list-style-type: none"> Choice Assignment | Chapter 6 |
| Week 7: 10/12 | <ul style="list-style-type: none"> Lecture: Biological Causes, continued Choice Assignment Presentations | | Article on Bb |
| Week 8: 10/19 | <ul style="list-style-type: none"> Midterm | <ul style="list-style-type: none"> Midterm Exam | <ul style="list-style-type: none"> Study for Midterms |
| Week 9: 10/26 | <ul style="list-style-type: none"> Autism and Intellectual Disabilities | <ul style="list-style-type: none"> 1 Article Summary | <ul style="list-style-type: none"> ASD Article on Bb |
| Week 10: 11/2 | <ul style="list-style-type: none"> Lecture: Characteristics of Mild and Severe Disabilities Group Prep | | <ul style="list-style-type: none"> Chapters 8 and 9 |
| Week 11: 11/9 | <ul style="list-style-type: none"> Lecture: Early Intervention for infants and toddlers Discussion on Issues paper | <ul style="list-style-type: none"> Controversial Issues paper | <ul style="list-style-type: none"> Chapter 10 |
| Week 12: 11/16 | <ul style="list-style-type: none"> Lecture: Instructional/School Strategies - Katy Group Presentations | | <ul style="list-style-type: none"> Chapter 11 |
| 11/23 | <ul style="list-style-type: none"> Break | | |
| Week 13: 11/30 | <ul style="list-style-type: none"> Lecture: Transition to adulthood Group Presentations | <ul style="list-style-type: none"> Final Paper Due | <ul style="list-style-type: none"> Chapter 12 |
| Week 14: 12/7 | <ul style="list-style-type: none"> Adulthood Group Presentations 4/19 | | <ul style="list-style-type: none"> Article on Bb |
| 12/14 | <ul style="list-style-type: none"> Final Exam | | |