

PSY 326: Introduction to Intellectual and Developmental Disabilities

Grand Valley State University – Winter 2021

COURSE SYLLABUS AND SCHEDULE

Instructor Information:

Erin Rappuhn, Ph.D., NCSP
Office Location: Virtual Office Hours
Email: TBD
Department Address: Psychology, 2224 AuSable Hall
Department Phone: 616-331-2195

Course Information:

Location: Online via Blackboard
Time: Asynchronous Course, Self-Guided
Prerequisites: PSY 101 and PSY 301
CRN: 15360

Office Hours: I will not be holding in-person office meetings this semester due to the need to socially distance and since I am working remotely. Individual meetings will be held by appointment and completed over Zoom. You can schedule an appointment to meet with me through email.

Course Description and Course Objectives (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.

Objectives: Upon successful completion of the course students will be able to:

1. Explain the evolving nature of terminology and practices in the field of intellectual disabilities
2. Describe how intellectual and developmental disabilities are diagnosed, including relevant assessment instruments and issues related to classification
3. Articulate the biological and psychosocial factors that contribute to intellectual and developmental disabilities
4. Describe a variety of current interventions, including biomedical interventions, early intervention practices, and school and community-based interventions
5. Describe contemporary practices related to lifespan planning for individuals with intellectual disabilities and their families
6. Explain relevant literature/research in regard to intellectual disability

Required Text:

The course pack is the ONLY book you will need to purchase. You may purchase the course pack through the bookstore. You can order the Course Pack online and have it shipped to you rather than going into the bookstore. Please order this course pack before class begins.

Introduction to Intellectual and Developmental Disabilities Course Pack. Included in the Course Pack:

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

- Salvia, J., Ysseldyke, J., Witmer, S. (2009). *Assessment: In special and inclusive education*, 11th Edition. Belmont, California: Wadsworth.
- Browder, D. M., Wood, L., Thompson, J., & Ribuffo, C. (2014). *Evidence-based practices for students with severe disabilities* (Document No. IC-3). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/>
- U.S. Department of Education (Department), Office of Special Education and Rehabilitative Services, *A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities*, Washington, D.C., 2017.
- Resources from:
 - National Dissemination Center for Children with Disabilities (NICHCY)
 - The IRIS Center (Vanderbilt Peabody College)

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. Assignments will be accepted up to three days late with a 25%-point reduction. After that, they will not be accepted with the exception of specific circumstances that are approved by the instructor.

Points Possible		Grading Scale	
Flipgrid Introduction	2	A	93 and above
Flipgrid Reflection	3	A-	90-92
Media Paper	10	B+	87-89
Discussion Forum (9x4pts)	36	B	83-86
Quizzes (10x4pts)	40	B-	80-82
Group Project (4 parts)		C+	77-79
<i>Journal Reference</i>	2	C	73-76
<i>Handout</i>	5	C-	70-72
<i>Presentation</i>	10	D+	67-69
<i>Peer Review</i>	5	D	60-66
		F	59 and Below
<hr/> Total Course Points Possible			113

Course Information

Course Delivery

This course is taught under the online designation, meaning that the entire course is delivered online through Blackboard without in-person class times. This course is delivered as an asynchronous online model, which necessitates a self-guided approach to completing the weekly materials. A detailed calendar and due dates are included with this syllabus as well as throughout the Blackboard classroom page in order to clearly state the weekly expectations and due dates for success. Instructional strategies include online lectures, discussion forums, quizzes, video presentations, group projects, and student research. We will use Blackboard extensively for all of our online

activity. See below for course technologies. Our course weeks will begin each Monday morning and end each Sunday evening by 11:59 PM EST.

Begin Here

When you first log onto our course in Blackboard, you will click on the “Begin Here” section on the left menu for instructions on how to navigate the course. Within this section, there will be a “Begin Here” video tour posted about the course, as well as an introductory video about the professor.

Accessing Course Materials

The Syllabus and the Course Schedule are located in the Syllabus section of Blackboard in the left menu. Any course readings that are not included within the course pack will be posted on Blackboard within the Readings section in the left menu. You can access the Discussion Board Forum under the Discussion Board section in the left menu. There will also be links for the readings, discussion forum, and any quizzes within the learning module folders for each week as another method for accessing these areas.

Technology Required

Required Equipment (owned or accessible)

- High-speed internet access
- Computer with a sound card and speakers; operating system that meets current Blackboard browser requirements (see below)
- Microphone (built in or external)
- Computer camera
- Microsoft office (available through GVSU)
- Panopto (App is preferable to web for features; GVSU login)
- Zoom (App is preferable to web for features; GVSU login)
- Adobe Flash
- Blackboard and Email (check daily)

Blackboard is the Course Management System

This course utilizes Blackboard, GVSU’s online course management system. To access Blackboard, go to <https://mybb.gvsu.edu/> and enter your log in and password. You may wish to review the GVSU Online Learning pages to find numerous materials about using Blackboard and online learning <http://www.gvsu.edu/online/>.

Use of Blackboard is integral to this course and students must log on a few times each week in order to complete course requirements, receive important announcements and updates, and communicate with instructors and other students about course content.

Check the current [technical requirements](#) to use Blackboard and [preferred browser information](#). If you experience technical problems with Blackboard, contact the help desk by email or phone - helpdesk@gvsu.edu or 616-331-3513. The help website is <http://www.gvsu.edu/it/learn/>

Course Requirements

This section includes additional description of the course requirements. More detailed information and requirements will be provided on Blackboard during the semester as the assignments are presented.

Flipgrid Introduction (2 points) and Reflection (3 points):

You will be utilizing the Flipgrid website to create a short introduction of yourself during the first week of class. Take some time to use this website to get to know your classmates. You will also be using Flipgrid to reflect on what you learned at the end of the semester. Further instructions will be provided.

Disabilities in Media Paper Assignment (10 points):

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 information that will be addressed in class readings and discussions, you will write a 1-2 page paper regarding whether the character's disability was accurately portrayed within this media. More detailed information on what is expected will be provided.

Group Project (22 points):

You will be paired in groups of four to five people to complete this project and come up with a presentation. The purpose of this project is to research the efficacy of an intervention designed for children or adults with disabilities. This project will be most beneficial to you if you are able to select an intervention or topic that is closely related to the field in which you would like to pursue a career. This assignment includes the following components: reading and synthesizing empirical research related to the intervention selected, preparation of a handout presenting the intervention and research for practitioners, and a powerpoint presentation regarding the intervention and research. The groups will be assigned by the professor ahead of time and a list of suggested intervention topics will be provided. Any topic that is not on the list must be approved by the professor in advance.

It is expected that *all* group members will fully participate and contribute to this assignment. Participation includes: attending group virtual meetings, actively participating in group meetings, responding to e-mails from group members, completing tasks in a timely manner, and ensuring assigned tasks are high-quality. If one of your group members is not fully participating, please talk with the group member early on.

Your intervention group will complete a Group Peer Review Rating Form on each group member's participation for this project. Please keep in mind while working in the group that you will be rated on the following areas: Attendance, contributions, preparation and cooperation. More details will be provided on Blackboard as the assignment is introduced, including an assignment rubric.

You will be required to view the presentation content for all group presentations during the week of their presentations. Information from these presentations will be included as part of the weekly quizzes.

Discussion Forum Posts (4 points each x 9 weeks = 36 points total):

Class discussions are an important component of effective learning in any course. Due to the nature of a completely online and asynchronous course, live discussions are not feasible. Therefore, this course will include frequent discussion forums within the weekly learning modules in order to enhance participation, collaboration, and discussion between class members. The discussion forums will be posted across 10 weeks (not every week, but most weeks), and will comprise an important percentage of your grade.

You are highly encouraged to be an active and frequent participant in the discussion forums in order to increase the opportunity for authentic and lively discussions. The expectation is that at a minimum you will post at least one response which includes EACH question prompt for that week, and you will

respond to the posts of at least two of your classmates (e.g., two additional posts). Please refer to the discussion forum rubric that is included in Blackboard (under the Documents section in the left menu) for specific guidance as to how to make highly quality posts and responses. You should refer to this rubric in order to assess your own post quality, and the professor will be using this rubric to assess your graded participation in the forums. Additional details related to the discussion forum assignments and expectations can be found on Blackboard. Your initial discussion forum response/post will be due by Wednesday at 11:59 PM EST of each week (with the exception of Week 1, which has an altered due date due to the holiday). You must make responses to your peers' posts throughout the week, and these responses are due by the latest by the last day of the week for that learning unit (Sunday at 11:59 PM EST).

Weekly Quizzes (4 points per quiz x 10 weeks = 40 points total):

In lieu of midterms or final exams, we will have a quiz during most learning modules. An announcement will be sent out to the course list each week to indicate that the quiz is open and available for that week to complete when you choose. The quizzes must be completed by the last day of the week for that learning unit (Sunday at 11:59 PM EST). You will be able to use your materials during the quiz as needed, however the quiz will have a one-hour time limit so you should use your time efficiently. You will have one attempt to complete each quiz.

University Policies

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>

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.

COVID-19 Considerations: For general information and updates related to COVID-19 guidelines at GVSU, refer to the following website: <https://www.gvsu.edu/lakerstogether/current-students-29.htm>.

Financial Hardship: GVSU remains committed to supporting you because of the impacts of the pandemic and is here to help you in times of financial need, including technology requirements. Financial hardship funds are available to help you meet basic needs and cover educational costs (such as housing, food, and textbooks) that you otherwise pay out of pocket. Please visit [Special Circumstance & Financial Hardship Requests](#) for more information.

Disabilities Support Resources: If you are in need of accommodations due to a learning, physical or other disability, please contact me as well as Disability Support Resources (DSR) at 616-331-2490 for assistance as soon as possible. If you have already established a memo/plan with DSR, please share this documentation with me and make an appointment with me to discuss your specific needs. You may also access resources at <http://www.gvsu.edu/dsr>. All discussions related to disabilities will remain confidential.

Student Resources Available at GVSU

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 Google Docs. 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 listed below. Check the website for current information related to COVID-19 procedures for the writing center:

Allendale locations: Lake Ontario Hall 120; Knowledge Market: Mary Idema Pew Library (1st floor),
Online via Google Docs

Pew Campus Downtown locations: Eberhard Center 101, Knowledge Market: Steelcase Library, CHS
Building 100

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>.

Library:

Each department has a designated librarian to support your research needs. This liaison is available for online consultations. More information will be provided on Blackboard for this service. You can also check out the [Psychology Subject Guide](#), which is a great place to start your library research. You can find out more about library spaces, how to check out books and access articles, and other library services this semester by visiting our [Buildings Reopening page](#) and our [online services](#).

Knowledge Market

Our highly trained student consultants work one-on-one or in small groups to help with your library research, digital skills, writing, or oral presentations. Online support is now offered in two ways: online peer consultations during open hours and a database of browsable resources that are available 24/7. For information about the Knowledge Market or to make a virtual appointment, visit www.gvsu.edu/library/km.

Course Schedule and Calendar

The semester will be arranged in learning modules. Most modules last 1 week, but some modules will last longer. Make sure to look closely at the course calendar and ensure you have written down all due dates.

Below is the schedule for topics, readings, tasks, and due dates for the semester. Any changes to the syllabus or course schedule will be posted to the Announcements on the course Blackboard page and emailed to you.

Unit	Dates	Activities to Complete	Assignments to Submit
<p style="text-align: center;">Unit 1: Syllabus and Introduction to Intellectual and Developmental Disabilities</p> <p>Make sure you have read the syllabus, announcements, and reviewed the online course tour. (In Bb>Begin Here)</p>	<p>Week 1: January 19- January 24</p>	<p><i>Read:</i> Course Pack (pgs. 5-21):</p> <ul style="list-style-type: none"> • Person First Language • Disability Etiquette • Law Chart • IDEA Process <p>Syllabus and Schedule</p> <p><i>Watch:</i></p> <ul style="list-style-type: none"> • “Begin Here” Video • Week 1 Introduction Mini Lecture • Introduction Videos on Flipgrid 	<ul style="list-style-type: none"> • Post Flipgrid Introduction by Sunday January 24 at 11:59 PM EST • Syllabus Quiz due by Sunday January 24 at 11:59 PM EST • Discussion Board (your post by Friday January 22 11:59 PM EST, your response to peers by Sunday January 24 11:59 PM EST)
	<p>Week 2: January 25- January 31</p>	<p><i>Read:</i> Chapter 1 of Beirne Smith (posted resource on Blackboard)</p> <p><i>Optional Additional Reading:</i> Course pack pp. 23-39</p> <p><i>Watch:</i></p> <ul style="list-style-type: none"> • Week 2 History Mini Lecture • Willowbrook Expose Documentary 	<ul style="list-style-type: none"> • Discussion Board (initial post by Wednesday January 27 11:59 PM EST, response to peers by Sunday January 31 11:59 PM EST) • Quiz due by January 31 at 11:59 PM EST <p style="text-align: right;"><i>Professor will introduce Media Paper assignment</i></p>

<p>Unit 2: Definitions and Assessment/ Diagnosis</p>	<p>Week 3: February 1- February 7</p>	<p>Read: Coursepack:</p> <ul style="list-style-type: none"> • ID Fact Sheet • Multiple Disabilities • Deaf Blindness • Incidence • Assessment (Author: Salvia, Chapter 2) <p>Chapter 2 Beirne Smith</p> <p>Watch:</p> <ul style="list-style-type: none"> • Week 3 Definitions Mini Lecture • Willowbrook 25 years Later Documentary 	<ul style="list-style-type: none"> • Discussion Board (Wednesday & Sunday due dates) • Quiz due by February 7 at 11:59 PM EST <p><i>Reminder: Begin working on Media Paper assignment</i></p>
	<p>Week 4: February 8- February 14</p>	<p>Watch:</p> <ul style="list-style-type: none"> • Week 4 Assessment & Diagnosis Mini Lecture 	<ul style="list-style-type: none"> • Discussion Board (Wednesday & Sunday due dates) • Quiz due by February 14 at 11:59 PM EST <p><i>Reminder: working on Media Paper assignment</i></p>
<p>Unit 3: Psychosocial Causes of Intellectual and Developmental Disabilities</p>	<p>Week 5: February 15- February 21</p>	<p>Read: Course Pack:</p> <ul style="list-style-type: none"> • Fetal Alcohol Syndrome Facts Sheet <p>Beirne-Smith Chapter 5</p> <p>Watch:</p> <ul style="list-style-type: none"> • Week 5 Psychosocial Causes Mini Lecture 	<ul style="list-style-type: none"> • Media Paper Assignment due by February 21 at 11:59 PM EST <p>No quiz or discussion board this week</p> <p><i>Professor will introduce Group Intervention Project Assignment</i></p>
<p>Unit 4: Biological Causes of Intellectual and Developmental Disabilities</p>	<p>Week 6: February 22- February 28</p>	<p>Read: Beirne-Smith Chapter 6</p> <p>Watch:</p> <ul style="list-style-type: none"> • Biological Causes Mini Lecture #1 	<ul style="list-style-type: none"> • Discussion Board (Wednesday & Sunday due dates) • Quiz due by February 28 at 11:59 PM EST <p><i>Reminder: working on Group Project Part 1 (article references and google slide share)</i></p>

	<p>Week 7: March 1- March 7</p>	<p>Read: Course Pack:</p> <ul style="list-style-type: none"> • Cerebral Palsy • Down Syndrome <p>Additional Required Readings posted on Blackboard</p> <p>Watch:</p> <ul style="list-style-type: none"> • Biological Causes Mini Lecture #2 	<p>Group Project Part 1: Article References and Google Slide Share due by March 7 at 11:59 PM EST</p> <p>No discussion board or quiz this week</p>
<p>Unit 5: Autism Spectrum Disorders (ASD)</p>	<p>Week 8: March 8- March 14</p> <p>March 10th – university mental break day</p>	<p>Read: Course Pack:</p> <ul style="list-style-type: none"> • ASD DSM Diagnosis • ASD Fact Sheets <p>Watch:</p> <ul style="list-style-type: none"> • ASD Mini Lecture #1 	<ul style="list-style-type: none"> • Discussion Board (Wednesday & Sunday due dates) <p><i>Reminder: begin working on Group Project Parts 2 and 3 (handouts and presentation)</i></p>
	<p>Week 9: March 15- March 21</p>	<p>Read:</p> <ul style="list-style-type: none"> • Articles posted to Blackboard <p>Watch:</p> <ul style="list-style-type: none"> • ASD Mini Lecture #2 • Including Samuel 	<ul style="list-style-type: none"> • Discussion Board (Wednesday & Sunday due dates) • Unit 5 Quiz due by March 21 at 11:59 PM EST <p><i>Reminder: working on Group Project Parts 2 and 3 (handouts and presentation)</i></p>
<p>Unit 6: Characteristics of Mild and Severe Intellectual Disabilities</p>	<p>Week 10: March 22- March 28</p>	<p>Read: Following Links:</p> <p>http://do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisability_Characteristics.html</p> <p>http://www.projectidealonline.org/v/intellectual-disabilities/</p> <p>Watch:</p> <ul style="list-style-type: none"> • Mild ID Mini Lecture 	<p>Group Project Handouts for ALL GROUPS due by March 28 at 11:59 PM EST</p> <p>Groups 1-3 Project Presentations due by March 28 at 11:59 PM EST</p>

<p>Unit 7: Early Interventions for students with Intellectual and Developmental Disabilities</p>	<p>Week 11: March 29- April 4</p> <p>April 1st – mental break day</p>	<p>Read: Course Pack:</p> <ul style="list-style-type: none"> • Early Interventions <p>Watch:</p> <ul style="list-style-type: none"> • Early Intervention Lecture • Presentations from Groups 1-3 (posted on Blackboard) 	<p>Quiz on Unit 6 & 7 due April 4 by 11:59 PM EST</p> <p>Groups 4-5 Project Presentations due by April 4 at 11:59 PM EST</p>
<p>Unit 8: Academic and social interventions</p>	<p>Week 12: April 5- April 11</p>	<p>Read: Course Pack:</p> <ul style="list-style-type: none"> • Evidence Based Interventions <p>Watch:</p> <ul style="list-style-type: none"> • Academic Interventions Lecture • Presentations from Groups 4-5 (posted on Blackboard) 	<ul style="list-style-type: none"> • Discussion Board (Wednesday & Sunday due dates) <p>Groups 6-8 Project Presentations due by April 11 at 11:59 PM EST</p>
	<p>Week 13: April 12- April 18</p>	<p>Read:</p> <ul style="list-style-type: none"> • Readings posted on Blackboard <p>Watch:</p> <ul style="list-style-type: none"> • Social Intervention Lecture • Presentations from Groups 6-8 (posted on Blackboard) 	<ul style="list-style-type: none"> • Discussion Board (Wednesday & Sunday due dates) • Quiz due by April 18 at 11:59 PM EST <p>Groups 9-10 Project Presentations due by April 18 at 11:59 PM EST</p>
<p>Unit 9: Transition to Adulthood</p>	<p>Week 14: April 19- April 25</p>	<p>Read: Course Pack:</p> <ul style="list-style-type: none"> • Transition- Self Determination • Early Childhood Transition • Transition Chapter (A Transition Guide) <p>Watch:</p> <ul style="list-style-type: none"> • Transition Mini Lecture • Intelligent Lives Documentary • Presentations from Groups 9-10 (posted on Blackboard) 	<ul style="list-style-type: none"> • Quiz due by April 25 at 11:59 PM EST • Peer Review due by April 25 at 11:59 PM EST
	<p>Wrap Up (Finals Week)</p> <p>April 26- May 2</p>	<p>Finals Week Activities – Flipgrid Reflection Video and Interventions Quiz</p> <p>PLEASE NOTE the <u>Wednesday</u> due dates for the finals week activities!</p>	<ul style="list-style-type: none"> • Flipgrid Reflection due by Wednesday April 28 at 11:59 PM EST • Quiz on Group Interventions due by Wednesday April 28 at 11:59 PM EST