

UMBC UGC New Course Request: PSYC 365 Children with Disabilities

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Proposed Effective Date: Spring 2012

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COURSE INFORMATION:

Course Number(s)	PSYC 365
Formal Title	Children with Disabilities
Transcript Title (≤24c)	Children w/ Disabilities
Recommended Course Preparation	
Prerequisite	PSYC 200 (Child Developmental Psychology)
Credits	3
Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3
If yes, how many total credits?	
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION:

PSYC 365: Children with Disabilities.

This course explores the genetic, medical and behavioral implications associated with a sampling of intellectual and developmental disabilities. The focus will be on disabilities that commence during the prenatal through childhood period with an emphasis on behavioral strengths and deficits, and the role of family involvement and remediation. Prerequisite: PSYC 200.

RATIONALE FOR NEW COURSE:

- Why is there a need for this course at this time? This course has been offered on three occasions (Spring 2010, Fall 2010, Spring 2011) as *PSYC 493 Advanced Topics in Psychology*, and has been popular and well-received by students.
- How often is the course likely to be taught? Once a year.
- How does this course fit into your department's curriculum? This course complements and broadens Departmental strengths in Developmental Psychology, and will provide an additional course in the "Developmental Psychology" domain, a group from which Psychology Majors must complete one course.
- What primary student population will the course serve? Psychology Majors and Minors.
- Why is the course offered at the level (i.e. 100, 200, 300, or 400 level) chosen? Course content builds upon the foundational material covered in the lower-level course PSYC 200 (Child Developmental Psychology). The course format promotes higher-level analysis and engagement with course material via a group project; formal presentation of an original project; multiple written assignments; and informative talks by parents of disabled children.
- Explain the appropriateness of the recommended course preparation(s) and prerequisite(s). PSYC 200 (Child Developmental Psychology) provides foundational knowledge in normal child development.
- Explain the reasoning behind the P/F or regular grading method. Regular grading: All courses for the major must be passed with a "C" or better.

h) Provide a justification for the repeatability of the course. Not applicable.

ATTACH COURSE OUTLINE (mandatory):

[based upon Spring 2011 offering]

Text: Children with Disabilities, Sixth Edition
Batshaw, Pellegrino & Roizen
Brookes Publishing Company

Course Objectives:

- 1.0 Become familiar with the Individuals with Disabilities Education Act.
- 2.0 Become aware of the stages of prenatal development.
- 3.0 Be aware of screening tests and assessments used in prenatal diagnosis and the prospects for fetal therapy.
- 4.0 Know the stages of labor and be able to identify the maternal and fetal factors that cause problems during pregnancy, labor, and delivery.
- 5.0 Know the physiological changes that take place immediately after birth and have a basic understanding of the causes of illness and death in newborns.
- 6.0 Understand the functions of chromosomes and the role genes and mutations play in hereditary disorders.
- 7.0 Understand the complications and illnesses associated with prematurity & infants who are small for gestational age.
- 8.0 Be familiar with common developmental interventions for infants born prematurely once home from the NICU.
- 9.0 Know the function and common problems of the eyes.
- 10.0 Understand development of hearing and implications of disorders.
- 11.0 Be able to describe several major genetic syndromes and inborn errors of metabolism.
- 12.0 Understand the identification and treatment of learning disabilities and ADHD.
- 13.0 Know the various types of cerebral palsy, their characteristics, and diagnosis.
- 14.0 Be aware of various feeding assessments and treatment options.
- 15.0 Become familiar with pediatric rehab services.
- 16.0 Be aware of the various causes of intellectual disabilities & strategies for diagnosis.
- 17.0 Appreciate Autism Spectrum Disorders understand need for early identification and treatment.
- 18.0 Gain an understanding the family impact of having a child with disabilities.
- 19.0 Become familiar with ethical issues related to children with disabilities.

Assignments:

1. Quizzes: 25 points. Quizzes will be given to assess student knowledge of course material. A total of five quizzes will be given: **February 21, March 7, April 11, April 25 and May 9**. Quizzes are not cumulative. Each quiz will include 15 questions and is worth 5 points. Quizzes may include fill-in-the-blank, multiple choice, or matching questions. If a student will miss a quiz, they must notify the instructor (via email) prior to 3pm on the day of the missed quiz. The make-up quiz must be taken immediately before or after the next class; specific arrangements are to be made with the instructor. Make-up quizzes may contain short essay questions. Students taking a make-up quiz will be asked to sign an integrity statement indicating that they did not discuss quiz content with any classmates.

2. Mid-Term Group Project: 30 points. Each student will participate in a group project¹. The purpose of the group project is to share information regarding a specific topic related to children with disabilities. Projects will be presented on **March 14**. Students will choose their topics and form their group on **February 7**. A maximum of four students can be on one group. Topics include:

- Environmental Toxins—Chapter 5
- Behavioral & Psychiatric Disorders—Chapter 21
- Communication Disorders—Chapter 22
- Movement Disorders—Chapter 27
- Neural Tube Defects—Chapter 28
- Epilepsy—Chapter 29
- Traumatic Brain Injury—Chapter 30
- Dental Care & Children with Disabilities—Chapter 32
- Behavior Principles, Assessment & Therapy—Chapter 35
- Assistive Technology—Chapter 36
- Exercise, Sports & Recreation—38

In preparation of the group project, each student will submit one individual assignment and one group assignment:

- Chapter Summary (5 points). Prior to **February 14**, each student will read their group chapter and develop a chapter summary. The summary should highlight five key points in the chapter that the student feels the group should include in the group project. Each group will meet during class on February 14 to discuss their chapter and choose the components to include in their Group Project. SAFE ASSIGNMENT
- Project Overview (5 points). On **February 21**, groups will meet during class to discuss the format for their project. Groups will have access to the AV equipment that is in class each week. Groups needing additional AV equipment must arrange to obtain that equipment themselves. Students are responsible for knowing how to use the equipment prior to their presentation; points may be deducted for preventable equipment issues. Projects must cover key components of the chapter. Projects may include, but are not limited to:
 - Talk show with host, author, reader(s)—live or on video.
 - Advise show with doctor/therapist giving advice to parents—live or on video.
 - Music video communicating topic messages.
 - Radio talk show with researchers responding to caller questions—live or recorded.
 - Creation of children's book to help parents communicate key information to their child. Book must include text and illustration. Students must put the book in a format to share with the class (e.g., scan in computer and present with LCD projector, reproduce on overhead transparency, copy and distribute to students).
 - Guest lecture to a target audience of professionals, using Power Point.
 - Presentation to a group of parents attending a parent support group.

The outcome of this meeting is a Project Overview. The Project Overview is typed, double-spaced, and includes: 1) title of presentation, 2) names of group members—along with phone numbers and email addresses, 3) type of project, 4) an outline of the project presentation, 5) work assignments with assigned due dates and the responsible person(s), 6) AV equipment needed, 7) two dates/times/location that all group members can meet to work on the project outside of class time, and 8) signatures of all members—1.5 points for the outline and .5 points for each of the

¹ A student may work independently.

other components. Groups may need additional time, outside of class, to complete the Project Overview. The Project Overview is due on **February 28**. Only one Project Overview per group is to be submitted; the group should identify one member to type the assignment and all group members need to sign prior to submitting. PAPER ASSIGNMENT

- Project Presentation (20 points). On **March 14**, each group will present their project to the class. Each group presentation should last 10-12 minutes.
 - Set up: Each group will have 5 minutes to set up for their presentation. Points may be deducted for equipment issues that impact the integrity of the presentation.
 - Presentation: Each group will have a maximum of 12 minutes to present their project. Students are responsible for monitoring their time during the presentation. Students will receive a two-minute warning and asked to stop at the 12 minute mark if they have not finished, **no** exceptions will be made. The presentation is worth a total of 20 points: content 15 points (chapter content 11 points, article discussion 2 points, website overview 2 points), presentation style (2 points), engagement of audience (2 points), and visual appeal (1 point).
- 3. Term Paper: 30 points. On **March 28**, four parents will talk with the class about their experiences as a parent of a child with a developmental delay or disability. Each student will take notes during the presentation; students are permitted to use laptops to take these notes. Following the presentation, students will write a 10-12 page reaction paper; reflecting on the information shared by the parents and incorporating at least five references from the literature. For instance,
 - If several parents discuss difficulty with the way they received information regarding their child's diagnosis, you may propose the need for professional training on delivering difficult news and briefly discuss a study in which researchers interviewed parents who concur with this problem.
 - If a parent shares a diagnosis that interests you, you may read more about the diagnosis and briefly discuss a research study examining the benefits of a novel intervention.
 - If several parents talk about the stress associated with having a child with a disability, you may note the importance of providing parent support in conjunction with specific therapeutic interventions to the child and briefly discuss a study regarding parent support groups.

A draft of the paper is due on **April 18** (5 points) via SAFE ASSIGNMENT. This should be a paper of the student's best abilities; it should be well organized and include an introduction (with thesis statement), body and conclusion. It should be well written with respect to grammar, punctuation and spelling. The paper must be written in APA format, all references must be current (within the last five years) and cited in APA format. Feedback will be provided to students on April 25. The final paper is due on **May 9** (25 points) via SAFE ASSIGNMENT. Students who receive $\geq 90\%$ on the draft can opt to accept this grade as their final paper grade.

- 4. Final Exam: 15 points. A cumulative final exam will be given on **May 16** from 6:00-8:00pm. If a student has an $\geq 80\%$ average on the quizzes, the student may choose to opt out of the final and use the quiz average as their final exam grade. Students must submit their opt-out request on **May 11** via SAFE ASSIGNMENT. The request should be written as follow: "I, *student's name*, want to opt-out of the final exam in PSYC 493. I want my average quiz grade, *insert average quiz grade*, to be my final exam grade."
- 5. Extra Credit: 5 points. Students may earn an extra 5 points by visiting a program that serves children with developmental delays or disabilities and writing a 2-3 page summary of the visit. Sites include, but are not limited to: PACT, Delrey, UMMS Maryland's PRIDE, State or Local ICC meeting, HASA, UMMS

NICU, UMMS NICU Follow-Up Clinic. Students wanting the instructor's help identifying a site must contact the instructor by **March 28**. Extra credit assignments are due on **May 2**—late assignments will not be accepted. Course grades are NOT rounded up; if you may need the extra points, you should do the extra credit. SAFE ASSIGNMENT

Grading

A:	90-100+
B:	80-89.99
C:	70-79.99
D:	60-69.99
E:	<60

Class Policies:

1. Students will conduct themselves with academic integrity and refrain from acts that they know or, under the circumstances, have reason to know will impair the academic integrity of the university.
2. Students will attend all classes, bringing handouts with them if they are posted by 10pm the night prior to the lecture. If a student is unable to attend class for any reason, it is the student's responsibility to notify the instructor in advance of the class to be missed. The student is responsible for obtaining material covered in class (e.g., handouts, lecture material) from a classmate; students should make such arrangements prior to the missed class whenever possible
3. Students will submit all assignments on or before the due date via SAFE ASSIGNMENT or PAPER ASSIGNMENT as indicated within this syllabus. If the assignment will be late, it is the student's responsibility to notify the instructor in writing (via email) prior to the due date. The written notification must indicate the date by which the instructor will receive the late assignment. With such notification, a late assignment will be accepted; however, for each day the assignment is late, the student's grade for the assignment will be lowered by 10% of the potential grade. Without written notification, late assignments are accepted (for feedback purposes) but the student will receive zero points for the assignment. Emergency situations are an exception that will be discussed on an individual basis. Please note that it is the responsibility of the student to assure that the correct file is uploaded to SAFE ASSIGNMENT prior to the deadline. If the wrong file is uploaded, the student must notify the instructor via email prior to the deadline and must attach the correct file to the email; arrangements will then be made to upload the correct file. If the wrong file is uploaded and the student does not notify the instructor prior to the deadline, late assignment will be accepted (for feedback purposes) but the student will receive zero points for the assignment. **NOTE: The deadline for SAFE ASSIGNMENT is 4:00pm on the due date.**
4. Students who receive an "I" (i.e., incomplete) for this course must meet with the instructor at least seven calendar days prior to the last class to prepare a contract for completion of course requirements. This contract must include specific procedures, products, and deadlines for completion of course requirements. The contract must be signed by both the student and instructor to be official.
5. All assignments must be word-processed or typed, double-spaced, 12 point font, and submitted via SAFE ASSIGNMENT or PAPER ASSIGNMENT as indicated in this syllabus. Points will be deducted for assignments that do not meet these requirements. Points will also be deducted for spelling and grammar errors, and for assignments that exceed the page limit.

Class Outline:

<u>Date</u>	<u>Topics/Assignments</u>	<u>Chapters</u>
January 31	Course Introduction, IDEA Legislation	33-34
February 7	Development Before Birth, Birth Process Group: Project Sign Up	2-3
February 14	1 st Weeks of Life, Infections & the Fetus Group: Discuss Chapter Due: Chapter Summary	4,6
February 21	Quiz #1 Birth Defects, Prenatal Diagnosis & Newborn Screening Group: Project Overview Work Time	7-8
February 28	Premature & Small for Dates Infants Due: Project Overview	9
March 7	Quiz #2 X-Linked Syndromes, Inborn Errors of Metabolism, Trisomy 21& Other Genetic Syndromes Shannan Dixon, MGC Prader Wili Syndrome Miji Kim, M.Ed.	1, 18-20 Article
March 14	DUE: Mid-Term Group Project	
March 21	Spring Break	
March 28	Parent Panel	
April 4	Vision, Hearing	11-12
April 11	Quiz #3 Cerebral Palsy Laura Rose, MA UCP Delrey School	26, 38 Article
April 18	Growth & Nutrition Anna Quigg, MA Learning Disabilities, ADHD Annemiek Wilmsfloet, MD Due: Term Paper Draft	10 Article 24-25 Article
April 25	Quiz #4 Intellectual Disabilities & Autism Christine Hess, PhD	17, 23 Article

May 2	Feeding, PT, OT UMMS Pediatric Rehab Tour of NICU *Class will be held at the hospital. Due: Extra Credit SAFE ASSIGNMENT	31, 37 Article
May 9	Quiz #5 Ethics Due: Final Term Paper SAFE ASSIGNMENT	
May 10	Quiz #5 grades posted	
May 11	DUE: Final Exam Opt-Out Request SAFE ASSIGNMENT	
May 16	Final Exam, 6-8pm	