

Psychology 434 Developmental Disabilities

Course Description and Outline

Time: Tuesday 4:00 - 5:30 p.m. **Place:** Humphrey Room 223
Thursday 2:30 - 4:00 p.m.

Instructor: Dr. P. Minnes, Office C218 Phone: 533-2885
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Office Hours: Tuesday 3-4 p.m. Thursday 2-2:30 p.m. or by appointment

Background This course has been designed for students with an interest in clinical psychology in general and developmental disabilities in particular. The curriculum is designed following the scientist practitioner model integrating research findings and applied issues. The course involves a good deal of group work. This may be a new experience for some students. Students will be divided into groups to work on presentations. Groups will be expected to make appointments early in the term to meet with Dr. Minnes during her office hours to discuss potential difficulties and concerns and to problem solve if necessary.

Prerequisites Abnormal Psychology (Psyc 235) & Developmental Psychology (Psyc 251) and Psychology 203

Readings

- Background information and specific readings assigned for each class including the student presentations and debates will be available on Moodle.
- ***Students will be expected to have read material before each class.***

Lectures

- introductory information related to research on diagnosis and etiology of various disabilities, assessment and treatment issues, research on coping in families, evaluation of community integration of persons with disabilities, attitudes toward persons with disability. More detailed information will be covered in presentations about particular disabilities and debates.
- Lectures will involve group work in class Each group will be given questions

to discuss related to readings, lecture related issues or case material. Groups will then feedback their answers to the class.

Presentations

1) Types of disabilities .

- Students will be divided into small groups 2-3 (depending on class size) to present information on a particular developmental disability
- Each group will focus on a particular developmental disability (e.g., Down syndrome, Fragile X syndrome, Rett Syndrome, Asperger syndrome, Fetal Alcohol syndrome, Dual diagnosis, Prader Willi syndrome; Angelman syndrome, Williams syndrome; Smith Magenis syndrome; PKU; cerebral palsy; Velocardiofacial syndrome; spina bifida; traumatic brain injury; epilepsy; visual impairment; hearing impairment; congenital limb deficiency).
- The group will make a short presentation (30 minutes) on the disability (characteristics, etiology, and information on recent research developments concerning the disorder, (e.g., etiology and treatment). The instructor will provide suggestions regarding the focus of the research section. The group will also present a critique of available website, flyer etc information highlighting the best and suggesting what information/changes are needed.
- Students will provide their power point slides the day before their presentation.
- Students will provide their written critique (strengths and weaknesses) of available information including a list of journal articles regarding recent research presented; a summary of the sources reviewed (websites; printed materials).
- **Individual mark** Each student will be evaluated on their presentation
 - content - references/literature cited, issues discussed, power point slides
 - clarity of information presented verbally and in power point slides
 - organization- keeping to time allotted
 - creativity/interest – manner of presenting information (e.g., discussion rather than just reading information in power point slides, responses to questions, discussion from class).

- **Group mark.**
 - overall integration of material presented (copy of power point slides to be submitted)
 - flow, keeping to time
 - critique and reference list

2) Class Debates on topical issues (e.g., mainstreaming, sterilization, prenatal screening, who should be parents, management of offenders with DD; alternative treatments etc.).

- Groups of 4-6 students divided into opposing sides will present arguments for and against an issue.
- Presentations should include
 - an introduction that provides background information about the issue and puts the issue in context
 - critical evaluation of published research for and against; critical evaluation of media presentations for and against.
- Critical commentary of research should include discussion of: size and representativeness of the sample, adequacy of measures used, statistical significance of the findings, ethical and professional issues of concern.
- Critical commentary of media should include discussion of the ways in which information is presented, (e.g., are the claims made supported by published research, how does the presentation appeal to audience emotions etc). Ethical and professional issues of concern should also be discussed.
- Each side will present suggestions for further research to resolve issues presented in the debate.
- The group then will respond to questions from the class and facilitate class discussion

6) Evaluation of Debate

- Individual
 - content - references/literature cited, issues discussed, power point slides
 - quality of critical commentary re research methodology etc.

- clarity of information presented/power point slides and spoken
 - organization- keeping to time allotted
 - creativity/interest – manner of presenting information e.g., discussion rather than just reading information in power point slides, use of debate format.... responding to points made by other presenters
 - responses to questions, discussion from class.
- **Group**
 - overall integration of material presented
 - flow
 - use of debate format... presenting arguments for and against and responding to material presented by previous presenter
 - ability to stimulate class discussion
- **Summary.** Each pair or side will submit a summary of their arguments and the research/media references used to support these and their suggestions for future research including suggestions of ways to overcome the challenges of conducting such research strengths and . A template for the summary will be provided.

6) Evaluation:	1) Disability Presentation	25%
	2) Disability presentation/critique	15%
	3) Debate Presentation	20%
	4) Debate Summary	25%
	5) Class participation	<u>15%</u>
		100%

Wk	Date	Psychology 434 Topics and Readings
1	Tuesday Sept. 11, 2012	<p>What is Developmental Disability? Changing Definitions, Services and Philosophies.</p> <p>Readings: Minnes, P. & Philips, M. (2006) Developmental Disorders. In D. Dozois (ed). <i>Abnormal Psychology</i> 3rd edition. Toronto; Pearson. Prentice Hall.</p>

		Radford, J. & Park, D. (2003). Historical Overview of Developmental Disabilities in Ontario. In I Brown & M. Percy. <i>Developmental Disabilities in Ontario</i> . Toronto: Ontario Association on Developmental Disabilities. pp. 1-18
	Thursday Sept. 13	Introduction to Etiology of Developmental Disability: What, Where, Why, When? Reading: Percy, M. (2007) Factors that Cause or Contribute to Intellectual and Developmental Disabilities. In I. Brown & M. Percy. <i>A Comprehensive Guide to Intellectual & Developmental Disabilities</i> . Baltimore: Paul Brookes pp. 125-148
2	Tuesday Sept. 18	The Impact of Disability on Families: Lessons Learned from Research and Practice Reading. Minnes, P. & Burbidge, J. (2012). Family life and developmental disability. In I. Brown & M. Percy (Eds.) <i>Developmental Disability in Ontario</i> (4 th edition).
	Thursday Sept. 20	The Impact of Disability on Families: Lessons Learned from Research and Practice Reading: Turnbull, A.P., Poston, D.J., Minnes, P. , & Summers, J.A. (2007). Providing supports and services that enhance quality of life. In I. Brown & M. Percy (Eds). <i>A Comprehensive Guide to Intellectual and Developmental Disabilities</i> . Baltimore: Paul Brookes. pp. 561-571.
3	Tuesday Sept. 25	Research on Community integration and social inclusion Reading: Minnes, P. M., Buell, M.K., Feldman, M., McColl, M.A. & McCreary, B. (2002). Community integration as acculturation . <i>Journal of Applied Research in Intellectual Disabilities</i> , 15, 377-387. Reading: United Nations Convention on the Rights of Persons with Disabilities (2006) Articles 1-30 http://www.un.org/disabilities/convention/conventionfull.shtml ηε
	Thursday Sept. 27	Research on Community Integration of Persons with Disabilities Reading: Solish, A., Perry, A. & Minnes, P. (2009). Participation of Children with and without Disabilities in Social, Recreational and Leisure Activities <i>Journal of Applied Research in Intellectual Disabilities</i> , 23, 226-236. Η□Αρτ Στυδιο Πρεσεντατιον
4	Tuesday October 2	Attitudes toward persons with disabilities Reading: Hall, H. & Minnes, P. (1999). Attitudes toward persons with Down syndrome: The impact of television. <i>Journal of Developmental and Physical</i>

		<p><i>Disabilities, 11, 61-76.</i></p> <p>Issues of Independence and Inclusion for students with disabilities transitioning out of school. Presentation: H'Art Studio</p>
	Thursday October 4	<p>Individual behavioural support and therapeutic interventions.</p> <p>Reading: Condillac, R., (2003). Individual approaches to support. In I. Brown & M. Percy. <i>Developmental Disabilities in Ontario. 2nd Edition</i> Toronto: Ontario Association on Developmental Disabilities. pp. 407-420.</p>
5	Tuesday October 9	<p>Individual behavioural support and intervention.</p> <p>Reading: Willner, P. (2005) The effectiveness of psychotherapeutic interventions for people with learning disabilities: a critical overview. <i>Journal of Intellectual Disability Research, 49, 73-85</i></p>
	Thursday October 11	<p>Topic: Ethical and Professional Dilemmas Learning from Research and Practice</p> <p>Reading: Dayan, J. & Minnes, P.M. (1995). Ethical Issues in the use of Facilitated Communication techniques with persons with autism. <i>Canadian Psychology, 36, 183-189.</i></p>
6	Tuesday October 16	Presentations and Case Discussions
	Thursday October 18	Presentations and Case Discussions
7	Tuesday October 23	Presentations and Case Discussions
	Thursday October 25	Presentations and Case Discussions
8	Tuesday October 30	Presentations and Case Discussions
	Thursday November 1	Presentations and Case Discussions
9	Tuesday November 6	Presentations and Case Discussions
	Thursday November 8	Debate Topics and Readings TBA
10	Tuesday November 13	Debate Topics and Readings TBA

	Thursday November 15	Debate	Topics and Readings TBA
11	Tuesday November 20	Debate	Topics and Readings TBA
	Thursday November 22	Debate	Topics and Readings TBA
12	Tuesday November 27	Debate	Topics and Readings TBA
	Thursday November 29	Debate	Topics and Readings TBA

The following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity. It is highly recommended that this statement be included on all course syllabi. Instructors may also consider including this statement with each assignment.

Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

A Note on Plagiarism Why is it Important?

In university courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a

result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use□:

Another person's idea, opinion or theory; any facts, statistics, graphs, drawings, any information that is not common knowledge; quotations of another person's actual spoken or written words; paraphrase of another person's spoken or written words. For information on how to recognize unacceptable and acceptable paraphrases etc. check out the Writing Tutorial Services website Indiana University, Bloomington IN <http://www.indiana.edu/~wts/wts/plagiarism.html>

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Other materials: Case studies, power point presentations "This material is copyrighted and is for the sole use of students registered in Psychology 434. This material shall not be distributed or disseminated to anyone other than students registered in Psychology 434. *Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement."*

Grading

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale:

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75

B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below