

# 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

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

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

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

		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	<b>Introduction to Etiology of Developmental Disability: What, Where, Why, When?</b> <b>Reading:</b> Percy, M. (2007) Factors that Cause or Contribute to Intellectual and Developmental Disabilities. In I. Brown & M. Percy. <i>A Comprehensive Guide to Intellectual &amp; Developmental Disabilities</i> . Baltimore: Paul Brookes pp. 125-148
2	Tuesday Sept. 18	<b>The Impact of Disability on Families: Lessons Learned from Research and Practice</b> <b>Reading.</b> Minnes, P. & Burbidge, J. (2012). F

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

	Thursday November 15	<b>Debate</b>	<b>Topics and Readings TBA</b>
11	Tuesday November 20	<b>Debate</b>	<b>Topics and Readings TBA</b>
	Thursday November 22	<b>Debate</b>	<b>Topics and Readings TBA</b>
12	Tuesday November 27	<b>Debate</b>	<b>Topics and Readings TBA</b>
	Thursday November 29	<b>Debate</b>	<b>Topics and Readings TBA</b>

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](http://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?**

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***



