COURSE and TITLE: Psychology 442: Disability in Childhood and Adolescence

Delivery of Instruction: Asynchronous Online

INSTRUCTOR INFORMATION
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COURSE DESCRIPTION
Welcome to Psychology 442—Disability in Childhood and Adolescence!
In this course, we will examine disability in childhood and adolescence as it relates to the contemporary context that we live in. This includes looking at legislation surrounding civil rights for individuals with disabilities and present-day issues including accessibility, advocacy, and activism. The majority of the course will be based on learning about and understanding different types of disabilities, as well as how these disabilities impact family and quality of life.

PREREQUISITES: Junior or Senior Standing

COURSE LEARNING OBJECTIVES
By the end of this course, participants will be able to:
1. Identify characteristics of various disabilities and their impact on functioning across all settings
2. Analyze the unique challenges that are faced by individuals with disabilities
3. Explain the complexity of the role of family in supporting individuals with disabilities
4. Describe disability history, legal precedents, rights, identification, special education, accessibility, advocacy, activism and the impact of these on the experiences of those with disabilities in the contemporary context that we live in

REQUIRED TEXTS
There is no textbook for this class. All readings are provided through links on the syllabus or on Brightspace. However, you will need to watch several films at home and some of these films will need to be rented for a small fee. Films will be watched on the following platforms: YouTube, Amazon, and Vimeo.

STUDENT PERFORMANCE REQUIREMENTS
The course modules begin on Sunday of each week and end on Friday (except the first week which begins on Monday). You will have deadlines almost all days (except Saturday). You will need to log-in to the work space everyday during the week.

Instruction will be provided through PowerPoint audio lectures, as well as frequent communication through email and Brightspace. Almost every day, you will be expected to complete required readings, watch assigned video clips/films, view the PowerPoint lectures, and complete short activities. You will then post a response to questions provided about the material. The next day, you will respond to at least two posts from fellow course participants. In addition, you will complete a Research Paper about a randomly assigned topic. You will also complete a Presentation aimed at disseminating information about that topic to the class. After watching all the presentations, you will respond to four presentations from fellow course participants. The Final Take Home Exam is an open response exam that relates to the class lectures, readings, and films.

METHODS OF EVALUATION

Student Deliverables	Module	Weight	Course Learning Objectives
Discussion Board • 9 Posts • 2 Responses to others' posts (for each post)	1 & 2	180 points (9 posts x 20 points)	1, 2, 3, & 4
Research Paper, Presentation, Responses	3	70 points	1
Final Exam	3	100 points	1, 2, 3, & 4

GRADE POINT SYSTEM
Total Points Possible: 350 points

A = 93%-100%	B = 83%-86%	C = 73%-76%	D = 60%-66%
A- = 90%-92%	B- = 80%-82%	C- = 70%-72%	F=Below 60%
B+ = 87%-89%	C+ = 77%-79%	D+ = 67%-69%	

DESCRIPTIONS OF ASSIGNMENTS

DISCUSSION BOARD POSTS AND RESPONSES:

Students are expected to complete the required readings and watch the assigned video clips/films and then post a response to questions and respond to at least two posts from fellow course participants using the Brightspace online course Discussion Tool. The postings should answer the questions listed, but participants are welcome to include additional information in their posts, including relevant personal or professional experiences. The quality, quantity and understanding of the material will be considered as part of the assessment process for postings. ***Remember - Participation alone is not enough; a thoughtful and meaningful approach in your posts is required.*** Summarizing the films or readings will result in a significant reduction in points.

Minimum Criteria for Posts:

Your post includes…

- Reflective, thoughtful, and relevant answers to all assigned questions (Avoid summarizing the films/video clips and readings)
- Understanding of the films/video clips and readings
  - Generally, all longer films should be referenced at least twice, and shorter video clips should be referenced once (in the cases when there are many shorter video clips, you may choose a couple to reference instead of all)
- Readings do not have to be referenced specifically, but your post should show that you read all and understand the material.
- Connections to the course readings and discussions
- Correct use of terminology and use of people first language
- Organized thoughts and ideas
- Minimum Length – 1 -2 pages in length if typed into a word processing program (Times New Roman Font, Double Spaced, Size 12) *This is the minimum length required. However, all questions are supposed to be answered thoroughly and to do this, you may need to write more than the minimum.
- No grammatical, spelling, and punctuation errors

Minimum Criteria for Responses to Posts:

Your responses…

- Extend discussions already taking place or poses new possibilities or opinions not previously voiced (Avoid just agreeing or disagreeing and other posts that do not enrich the discussion)
- Quantity - Respond to 2+ other participants' posts

- Minimum Length - ¼ of a page to a ½ page in length if typed into a word processing program (Times New Roman Font, Double Spaced, Size 12).
- Exhibit respect for all students

RESEARCH PAPER

Each student will complete a Research Paper about a randomly assigned topic. You need to present your findings about the topic in a 5-page APA or MLA style paper (the title page and reference page do not count towards the page number).

Minimum Criteria for Research Paper
Your research paper includes:
- Summary of the key points of the disability
- Introduction and Conclusion
- Information obtained from at least 2 peer-reviewed journal articles/books or approved* research-based websites (WebMD and Wikipedia should not be used).
- 5 pages (not including the title page and reference page)
- Title page
- Reference Page
- APA or MLA Style Citations within the text (all information obtained from references should be cited, not just quotes)
- Page numbers
- No personal pronouns ("I" or me")
- Use of correct spelling, punctuation, capitalization, and grammar
- Transitions from one topic to the next
- One-inch margins on each side of the paper
- Times New Roman Size Twelve Font
- Double Spaced

PRESENTATION AND RESPONSES:

Each student will complete a Presentation aimed at disseminating information about your topic to the class (this is the same topic as your Research Paper). You need to record yourself presenting an overview of the disability using a PowerPoint/Google Slides presentation (or a similar format). The information in the presentation should come solely from the information in peer-reviewed articles/books or research-based websites.

Minimum Criteria for Presentation:
- Video of YOU – not just the Slides * Prior to the assignment being due, make sure you know how to create a video of yourself and how to submit it. I do not

want an email the night before the assignment is due saying that you are unable to make the video.

- Approximately 5 Minutes in length (no minimum/maximum number of slides) *Make sure to practice the presentation prior to recording.
- Summary of the key points of the disability - Please do not just read the DSM-V criteria – You can include the criteria but make sure you explain the disability so others will understand it.
- Introduction and Conclusion
- List of references (You do NOT need citations within the slides)
- Use of correct spelling, punctuation, capitalization, and grammar
- Information obtained from at least 2 peer-reviewed journal articles/books or approved research-based websites (WebMD and Wikipedia should not be used). If your presentation is on an Emotional Disorder/Mental Health Disorder, then the DSM-V will be the best source for information. Website to access the DSM-V on the URI Library website: DSM-IV-TR
- You may include a short video if you would like, but you do not have to – just remember to keep the entire presentation to approximately 5 minutes
- You may use whatever program you would like to record, but I suggest using Panopto, as you all have access to it through URI. Click the link for tutorials on how to use Panopto: IT's Panopto tutorials.

Minimum Criteria for Responses to Video Presentations:
Your responses…
- Extend discussions already taking place or poses new possibilities or opinions not previously voiced (Avoid just agreeing or disagreeing and other posts that do not enrich the discussion)
- Quantity - Respond to 4+ other participants' posts

FINAL TAKE HOME EXAM

The Final Take Home Exam is an open response exam that relates to the class lectures, readings, and films. **You need to cite the source that you got your answer from – all information should be from the readings, films, and PowerPoint lecture.** You will receive no points for answers that do not include a citation.

You need to cite EVERYTHING. For each question - If your answer comes from multiple sources then cite after every sentence (or however much comes from that source – maybe two or three sentences). If all information in an answer comes from the same source, then you can cite at the end of the paragraph. You will receive no points for answers that do not include a citation(s).

Examples of how to cite:

Attention Deficit Hyperactivity Disorder is a disorder characterized by… (DSM-V-TR Criteria).

Boys are more likely to be diagnosed with ADHD because… (PowerPoint Lecture)

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COURSE SCHEDULE

Week 1	Topics Discussed	Course Learning Objectives	Assignments
Monday, May 20th			● Introduction Post
Wednesday, May 22nd	Explain the essential terms for the course (disability, people first language, etc.)	2, 4	● Discussion Post #1 Introduction to Disabilities
	Analyze People First Language and your opinion on the use of it	2, 4	
	Distinguish between the advantages and disadvantages of labeling people with disabilities	2, 4	
	Contrast Regular Education, Special Education, and 504s	4	
Thursday, May 23rd	Same as above	Same as above	● Responses to Post #1
Friday, May 24th	Explain the terms dyslexia, dysgraphia, and dyscalculia	1	● Discussion Post #2 Specific Learning Disabilities
	Explain the difficulties that individuals with learning disabilities frequently exhibit and the impact across various settings	1, 2	
	Evaluate the techniques for working with individuals with learning disabilities	1, 2, 4	
	Describe your thoughts and feelings about the F.A.T City Workshop	1, 2, 4	

	Evaluate your performance on the Misunderstood Mind Activities and how your performance further shapes your understanding of learning disabilities	1, 2	

Week 2	Topics Discussed	Course Learning Objectives	Assignments
Sunday, May 26th	Same as above	Same as above	• Responses to Post #2
Monday, May 27th	Explain new information learned about ADHD	1	• Discussion Post #3 ADHD
	Explain the difficulties that individuals with ADHD exhibit and how these impact various settings	1	
	Evaluate the arguments about whether ADHD exists	1, 2	
	Evaluate the arguments for and against medication for ADHD	1, 2	
Tuesday, May 28th	Same as above	Same as above	• Responses to Post #3
Wednesday, May 29th	Explain new information learned about Autism Spectrum Disorder	1	• Discussion Post #4 Autism Spectrum Disorder
	Compare the children in the film's behavior to the DSM-V-TR Diagnostic Criteria	1	

	Evaluate the children in the film's behavior to the severity levels listed in the DSM-V-TR	1	
	Analyze the family dynamics and the impact of having a child with a disability on a relationship	2, 3	
Thursday, May 30th	Same as above	Same as above	● Responses to Post #4
Friday, May 31st	Explain new information learned about Intellectual Disabilities	1	● Discussion Post #5 Intellectual Disabilities
	Compare the individuals in the film's behavior to the DSM-V-TR Diagnostic Criteria	1	
	Evaluate the individuals in the film's level of functioning to the severity levels listed in the DSM-V-TR	1	
	Analyze your own personal assumptions about individuals with Intellectual Disabilities	2	
	Evaluate the Spread the Word to End the Word Campaign	2, 4	

Week 3	Topics Discussed	Course Learning Objectives	Assignments
Sunday, June 2nd	Same as above	Same as above	● Responses to Post #5

Monday, June 3rd	Explain new information learned about Speech and Language Disorders	1	● Discussion Post #6 Speech and Language Disorders
	Explain in detail a child or adult speech/language disorder	1	
Tuesday, June 4th	Same as above	Same as above	● Responses to Post #6
Wednesday, June 4th	Analyze your own personal assumptions about individuals with significant disabilities (especially physical disabilities)	2	● Discussion Post #7 Physical Disabilities, Health Disabilities, and Low Incidence Disabilities
	Explain why children with disabilities are often separated from other children	1 , 4	
Thursday, June 5th	Same as above	Same as above	● Responses to Post #7
Friday, June 6th	Contrast the support needed for your typical basic activities with the support required for the same activities for a person with a visual impairment	1, 2	● Discussion Post #8 Visual Impairments, Hearing Impairments, Gifted and Talented
	Explain Hearing Impairments and hearing technology	1	
	Describe the stigma around hearing loss	1, 2	
	Plan how you would budget for gifted and talented	1, 2 , 4	

	education		
	Explain Twice Exceptional	1	
	Compare educating students who are twice exceptional to educating students who are just gifted or just have a disability.	1, 4	

Week 4	Topics Discussed	Course Learning Objectives	Assignments
Sunday, June 8th	Same as above	Same as above	• Responses to Post #8
Monday, June 9th	Examine the impact of having a sibling with a disability	1, 3	• Discussion Post #9 Disability and Family
	Analyze the family dynamics and the impact of having a child with a disability on a relationship	1, 3	
	Reflect on what you have learned in this class and how it will impact your personal and/or professional life	1, 2 , 3, 4	
Wednesday, June 12th	Research a mental health disorder	1	Research Paper
	Summarize the important information about the mental health disorder into a 5 page paper	1	
	Explain the disorder to the class in a 5 minute presentation	1	

Thursday, June 13th	Same as above	Same as above	Presentation

Week 5	Topics Discussed	Course Learning Objectives	Assignments
Monday, June 16th	Same as above	Same as above	Responses to Presentations
Wednesday, June 19th	Demonstrate knowledge of the various disabilities and their impact on suctioning across settings	1, 3, and 4	Final Exam
	Demonstrate an awareness of the complexity of the role of family in supporting individuals with disabilities	1, 3, and 4	
	Demonstrate knowledge of disability history, legal precedents, rights, identification, special education, accessibility, advocacy, activism	1, 3, and 4	

PSY 442 - Summer Calendar

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 May 20th- 24th		Introductory Post		Post #1	Responses to Post #1	Post #2
Week 2 May 26th - 31st	Responses to Post #2	Post #3	Responses to Post #3	Post #4	Responses to Post #4	Post #5
Week 3 June 2nd - 7th	Responses to Post #5	Post #6	Responses to Post #6	Post #7	Responses to Post #7	Post #8
Week 4 June 9th - 14th	Responses to Post #8	Post #9		Research Paper	Presentation / Final Exam Sent Through Email	
Week 5 June 16th - 21st	Responses to Presentations			Final Exam		

*All assignments are due by 11:59 PM

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TECHNOLOGY REQUIREMENTS & RESOURCES

The course is delivered through the Brightspace Learning Management System (LMS), Microsoft 365, and Google Drive platform, which are a set of web applications designed to work with modern web browsers. Recommended browsers (those with the most QA testing effort against them) are Google Chrome, Safari, and Mozilla Firefox. The mobile versions of these browsers also work well with the majority of operations in Brightspace. Internet Explorer is not recommended.

To successfully complete this course, you will also need a working knowledge of Brightspace, Panopto, Zoom and Google Drive. For help attaining these skills please refer to the tutorial links below.

- **Brightspace**
  - Account Access https://brightspace.uri.edu
  - Resource page https://web.uri.edu/brightspace/
  - Tutorials https://www.youtube.com/playlist?list=PLZz77ffBC33ltZ_XzSgohYHpzlo6T2xiE
  - Accessibility Information https://www.d2l.com/accessibility/standards
- **Google Drive**
  - Account Access https://drive.google.com/
  - Tutorials https://support.google.com/
  - Accessibility Information https://support.google.com/drive/topic/2650510?hl=en&ref_topic=14940

CLASSROOM PROTOCOL

For this online course, Brightspace is our "classroom." Please refer to the Brightspace YouTube video tutorials before you get started and refer back to them as a resource as needed while you complete this course.

In the online learning environment, "attendance" is measured by your PRESENCE in the site as well as your CONTRIBUTIONS to the site. The importance of regular log-ins and active participation cannot be overstated. Regular online attendance/participation and engagement is expected for student success and is evident through timely postings and submissions.

ATTENDANCE AND OTHER CLASS POLICIES

Requirements for students' attendance and participation will be defined by each instructor based on the following policy:
- Please see the course schedule for specific due days.

- Regular online attendance/participation and engagement is expected for student success in fully online courses. Online participation is evident through posting to a discussion board, completing real-time activities or quizzes, or other course-related activities.

NETIQUETTE FOR ONLINE COURSE
- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Avoid short repetitive "I agree" responses and don't make everyone else do the work.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting.
- Remember that email is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don't use up other people's time or bandwidth.
- Use descriptive subject headings for each email message.
- Respect privacy. Don't forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, date of publication, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.
- 2 word postings (e.g.: I agree, Oh yeah, No way, Me too) do not "count" as postings.

URI ACADEMIC WRITING STANDARDS
Specific writing standards differ from discipline to discipline, and learning to write persuasively in any genre is a complex process, both individual and social, that takes place over time with continued practice and guidance. Nonetheless, URI has identified some common assumptions and practices that apply to most academic writing done at the university level. These generally understood elements are articulated here to help students see how they can best express their ideas effectively, regardless of their discipline or any particular writing assignment.

Venues for writing include the widespread use of e-mail, electronic chat spaces and interactive blackboards. URI is committed to guaranteeing that students can expect all electronic communication to meet Federal and State regulations concerning harassment or other "hate" speech. Individual integrity and social decency require common courtesies and a mutual understanding that writing--in all its educational configurations--is an attempt to share information, knowledge, opinions and insights in fruitful ways.

Academic writing (as commonly understood in the university) always aims at correct Standard English grammar, punctuation, and spelling.

The following details are meant to give students accurate, useful, and practical assistance for writing across the curriculum of URI.

Students can assume that successful collegiate writing will generally:
- Delineate the relationships among writer, purpose and audience by means of a clear focus (thesis statements, hypotheses or instructor-posed questions are examples of such focusing methods, but are by no means the only ones) and a topic that's managed and developed appropriately for the specific task.
- Display a familiarity with and understanding of the particular discourse styles of the discipline and/or particular assignment.
- Demonstrate the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing
- Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.
- Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.
- Require more than one carefully proofread and documented draft, typed or computer printed unless otherwise specified.

PROFESSIONAL CONDUCT
Cheating and plagiarism are serious academic offenses, which are deal with firmly by the College and University. Scholastic integrity presumes that students are honest in all academic work. **Cheating** is the failure to give credit for work not done independently (i.e., submitting a paper written by someone other than yourself), unauthorized communication during an examination, or the claiming of credit for work not done (i.e., falsifying information). **Plagiarism** is the failure to give credit for another person's written or oral statement, thereby falsely presuming that such work is originally and solely your own.

If you have any doubt about what constitutes plagiarism, visit the following website: https://honorcouncil.georgetown.edu/whatisplagiarism, the URI Student Handbook, and University Manual sections on plagiarism and cheating at http://web.uri.edu/studentconduct/student-handbook/.

Students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student's own

independent thought and study. Work should be stated in the student's own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation;
- Claiming disproportionate credit for work not done independently;
- Unauthorized possession or access to exams;
- Unauthorized communication during exams;
- Unauthorized use of another's work or preparing work for another student;
- Taking an exam for another student;
- Altering or attempting to alter grades;
- The use of notes or electronic devices to gain an unauthorized advantage during exams;
- Fabricating or falsifying facts, data or references;
- Facilitating or aiding another's academic dishonesty;
- Submitting the same paper for more than one course without prior approval from the Instructor.

Please note the following section from the University Manual:

8.27.17. Instructors shall have the explicit duty to take action in known cases of cheating or plagiarism. The instructor shall have the right to fail a student on the assignment on which the instructor has determined that a student has cheated or plagiarized. The circumstances of this failure shall be reported to the student's academic dean, the instructor's dean, and the Office of Student Life. The student may appeal the matter to the instructor's dean, and the decision by the dean shall be expeditious and final.
Such action will be initiated by the instructor if it is determined that any written assignment is copied or falsified or inappropriately referenced.

Any good writer's handbook as well as reputable online resources will offer help on matters of plagiarism and instruct you on how to acknowledge source material. If you need more help understanding when to cite something or how to indicate your references, PLEASE ASK.

Please note: Students are responsible for being familiar with and adhering to the published **"Community Standards of Behavior: University Policies and Regulations"** which can be accessed in the **University Student Handbook.**

STUDENT SUPPORT SERVICES
The following student support services are provided by the university and available to all URI students:

- Student support services such as counseling center: https://web.uri.edu/counseling
- Food assistance: https://web.uri.edu/rhody-outpost
- Bias resource team: https://web.uri.edu/brt

ACADEMIC SUPPORT SERVICES

Disability, Access, and Inclusion
Americans With Disabilities Act Statement
Any personal learning accommodations that may be needed by a student covered by the
"Americans with Disabilities Act" must be made known to the university as soon as possible.
This is the student's responsibility. Information about services, academic modifications and
documentation requirements can be obtained from The Office of Equal Opportunity (OEO).
https://web.uri.edu/affirmativeaction/

Any student with a documented disability is welcome to contact me early in the semester so that
we may work out reasonable accommodations to support your success in this course. Students
should also contact Disability, Access, and Inclusion, Dean of Students Office/Student Affairs,
330 Memorial Union, 401-874-2098. https://web.uri.edu/disability/

From the University Manual: 6.40.10 and 6.40.11 Accommodations for Qualified Students With
Disabilities.
Students are expected to notify faculty at the onset of the semester if any special considerations
are required in the classroom. If any special considerations are required for examinations, it is
expected the student will notify the faculty a week before the examination with the appropriate
paperwork.

BRIGHTSPACE SUPPORT SERVICES
The ITS Service Desk, located in the URI Library, is prepared to help students should they
encounter problems with Brightspace. Please read through the following information:

1. For login problems, call the Service Desk at 874-4357.
2. The Service Desk Website, https://web.uri.edu/itservicedesk/ opens in new window, posts
   the semester operating schedule as well as a link on the right index to the self- help
   technical wiki. That site contains Brightspace help and instructions for both students and
   faculty.

Recommended browsers (those with the most QA testing effort against them) are Google
Chrome, Safari, and Mozilla Firefox. The mobile versions of these browsers also work well with
the majority of operations in Brightspace. Internet Explorer is not recommended.

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URI ONLINE LIBRARY RESOURCES
https://web.uri.edu/library/