

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number

Psychology/Disability Studies M98T

Course Title

Developmental Disabilities

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more)
- Life Science X
With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This seminar focuses on core issues in research and treatment of individuals with developmental disabilities, and will involve lectures and class discussions about disorders such as intellectual disability, autism, Williams Syndrome and Fragile X. Given its scientific focus, the course is
Appropriate for a GE. The course should be assigned to the Life Science area because it examines developmental disabilities from a psychological perspective. This psychological examination of developmental disabilities will emphasize core developmental processes and will ask students to take a scientific approach towards understanding these processes.

3. "List faculty member(s) who will serve as instructor (give academic rank):

None. This course will be taught by a graduate student (Lisa Christensen) in the Psychology Department. Lisa will be teaching this course as part of the Collegium of University Teaching Fellows. Her faculty mentor will be Dr. Bruce Baker (also in the Psychology Department)

4. Indicate when do you anticipate teaching this course over the next three years:

2010-2011 X Winter X Spring _____
Enrollment Enrollment

5. GE Course Units

Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

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| <input type="checkbox"/> General Knowledge | This course will provide basic background on the topic of developmental disabilities. At the same time, the course will provide additional background in critical thinking in research through readings and a substantial paper assignment. |
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| <input type="checkbox"/> Integrative Learning | This course will provide information on the topic of developmental disabilities, integrating research methodology and discussion of controversial topics in this area. |
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| <input type="checkbox"/> Ethical Implications | The course will support students' considerations of the ethical dilemmas in research on children and adults with developmental disabilities and thus, facilitate students' broader thinking about ethics in research. |
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| <input type="checkbox"/> Cultural Diversity | Although the course will not address issues of cultural diversity directly, the topic of developmental disabilities cuts across different cultures and students will be asked to consider how these disorders may present differently in different cultures. |
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| <input type="checkbox"/> Critical Thinking | The course will support students' critical thinking through weekly discussions about the reading. Furthermore, by assigning thought papers each week, students will be given the opportunity to practice critical thinking and writing skills beyond the class discussions. |
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| <input type="checkbox"/> Rhetorical Effectiveness | Students' rhetorical effectiveness will be encouraged through class discussions. Approximately half of each class will be devoted to discussion. |
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| <input type="checkbox"/> Problem-solving | Students will be asked to write a 10-15 page paper on one of the many issues in research on developmental disabilities – either proposing a research project or reviewing a controversial literature. |
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| <input type="checkbox"/> Library & Information Literacy | The course will require students to use online and library resources. Students will be asked to look up peer-reviewed journal articles and book chapters to complete the paper assignment. |
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(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- | | | |
|---|----------|---------|
| 1. Lecture: | <u>3</u> | (hours) |
| 2. Discussion Section: | _____ | (hours) |
| 3. Labs: | _____ | (hours) |
| 4. Experiential (service learning, internships, other): | _____ | (hours) |
| 5. Field Trips: | _____ | (hours) |

(A) TOTAL Student Contact Per Week	<table border="1" style="display: inline-table; width: 60px; height: 20px; vertical-align: middle;"><tr><td style="text-align: center;">3</td></tr></table>	3	(HOURS)
3			

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)
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- | | | |
|-------------------------------------|----------|---------|
| 1. General Review & Preparation: | _____ | (hours) |
| 2. Reading | <u>4</u> | (hours) |
| 3. Group Projects: | _____ | (hours) |
| 4. Preparation for Quizzes & Exams: | _____ | (hours) |
| 5. Information Literacy Exercises: | _____ | (hours) |
| 6. Written Assignments: | <u>4</u> | (hours) |
| 7. Research Activity: | <u>4</u> | (hours) |

(B) TOTAL Out-of-class time per week	<table border="1" style="display: inline-table; width: 60px; height: 20px; vertical-align: middle;"><tr><td style="text-align: center;">12</td></tr></table>	12	(HOURS)
12			

GRAND TOTAL (A) + (B) must equal at least 15 hours/week

15

(HOURS)

Psychology/Disability Studies M98T
Developmental Disabilities – Syndromes, Impact and Treatment

INSTRUCTOR: Lisa Christensen (lisachriste@gmail.com)

Office hours: Weds 12-1pm & by appointment; Room: Franz Hall 1183A

CLASS TIME/DAYS: TBA

OVERVIEW

This purpose of this course is (a) to help students gain a perspective on what it is like to be a person with a developmental disability and (b) to aid students in understanding the process of research on developmental disabilities. Through lectures, media, readings, and class discussions, students will be presented with information on a number of developmental disabilities and will be asked to think critically about the issues that these individuals and their families face. Topics will include early intervention, school placement, behavioral challenges, and the impact of a developmental disability on the family. Students will be asked to think critically about the research articles they read, considering the strengths and limitation of the investigators' hypotheses and their methods. Students will also be exposed to contemporary political issues related to developmental disabilities, providing them with the examples of the intersection between research and practice.

Each class will involve both a lecture presentation and substantial class discussion. Lectures will focus on current thought on each topic and media will be used to exemplify the different developmental disabilities being discussed. Class discussions will focus on the assigned readings, emphasizing political and ethical issues as well as research methodology. Class discussion topics are listed by week/class.

EXPECTATIONS

Class Attendance: Although attendance is not graded, this course focuses on class discussions. As such, consistent tardiness or multiple absences may affect students' participation grades.

GRADING

As a large part of each class will be devoted to discussion of the readings, participation and preparation for class discussions will be emphasized. Students will be expected to complete all readings and actively participate in class discussions. In addition, students will be expected to write a brief thought paper and/or pose questions from the reading each week. Each thought paper need not be longer than one double-spaced page in length.

The main source of evaluation will be a 10-15-page paper. This paper can take one of two forms – 1) review of the research in an area of interest related to developmental disabilities or 2) a research proposal. Students will decide on a topic prior to the third class meeting (DATE). During this class meeting, the instructor will meet briefly with each of the students to discuss their final paper. Students will turn in an outline of their paper by the sixth class meeting (DATE) and will receive feedback from the instructor. Students will complete a rough draft of their final paper by the end of the eighth class

meeting and will receive further feedback from the instructor. Students will complete a 5-10 minute presentation on their paper topics during the final class. Finally, students will turn in their final papers on the Friday of Finals Week.

Grading Breakdown:

Participation & Preparation – 20%
Thought Papers – 20%
Outline – 10%
Rough Draft – 15%
Presentation 10%
Final Paper – 25%

TOPICS & READINGS

Week 1- Introduction to Developmental Disabilities/Intellectual Disabilities

Lecture Presentation:

- Introduction to Developmental Disabilities – Definition & Overview
- Introduction to Intellectual Disabilities – Genetic Syndromes
 - Down Syndrome

Class Discussion Topics:

- Different Definitions of Intellectual Disability – Impact on Research & Treatment
- Implications of Pre-natal Screening & Diagnosis

Readings:

- Odom, S.L., Horner, R.H., Snell, M.E. & Blacher, J. (2007). The Construct of Developmental Disabilities In S.L. Odom, R.H. Horner, M.E. Snell, & J. Blacher (Eds.) *Handbook of developmental disabilities*. NY: The Guilford Press.
- Stoneman, Z. (2007). Disability Research Methodology: Current Issues and Future Challenges In S.L. Odom, R.H. Horner, M.E. Snell, & J. Blacher (Eds.) *Handbook of developmental disabilities*. NY: The Guilford Press.
- Megarbane, A., et al. (2009). The 50th anniversary of the discovery of trisomy 21: The past, present, and future of research and treatment of Down syndrome. *Genetics in Medicine, 11*, 611-616.
- Harmon, A. (2007 May). The DNA Age: Prenatal Test Puts Down syndrome into Hard Focus. *New York Times*

Week 2- Intellectual Disabilities – Genetic Syndromes & Other Etiologies

Lecture Presentation:

- Intellectual Disability - Other Genetic Syndromes
 - Prader-Willi

- William's Syndrome
- Intellectual Disability – Other Etiologies
 - Undetermined Etiology
 - Environmental Causes
 - Fetal Alcohol Syndrome

Class Discussion Topics:

- Translating Research to Practice – Doctors' Advice to Mothers-To-Be
- The Process of Basic Psychological Research
 - Research Methodology – Comparing Syndromes

Readings:

- Kundert, D. (2008). Prader-Willi Syndrome. *School Psychology Quarterly*, 23, 246-257.
- Dykens, E. M. (2003). The Williams syndrome behavioral phenotype: The 'whole person' is missing. *Current Opinion in Psychiatry*, 16, 523-528.
- Kalberg, W.O. & Buckley, D. (2007). FASD: What types of intervention and rehabilitation are useful? *Neuroscience and Biobehavioral Reviews*. 31, 278-285.
- Moskin, J. (2006 November). The Weighty Responsibility of Drinking for Two. *New York Times*

Week 3 – Education and Transition

Lecture Presentation:

- Services for Individuals with Intellectual Disabilities
 - Educational Options
 - Transition Issues
- Film: "Best Boy"

Class Discussion Topics:

- Transition Options – Factors Impacting Parents' Decisions

Readings:

- Hunt, P. & McDonnell, J. (2009). Inclusive Education. In S.L. Odom, R.H. Horner, M.E. Snell, & J. Blacher (Eds.) *Handbook of developmental disabilities*. NY: The Guilford Press.
- Mank, D. (2009). Employment. In S.L. Odom, R.H. Horner, M.E. Snell, & J. Blacher (Eds.) *Handbook of developmental disabilities*. NY: The Guilford Press.
- Kraemer, B.R. & Blacher, J. (2001). Transition for Young Adults with Severe Mental Retardation: School Preparation, Parent Expectations and Family Involvement. *Mental Retardation*. 39(6), 423-435.

DUE: FINAL PAPER TOPIC

Week 4 – Assessment & Treatment for Intellectual Disabilities

Lecture Presentation:

- Assessment & Treatment for Individuals with Intellectual Disabilities
- Film: “Best Boy”

Class Discussion Topics:

- Considerations and Limitations of Early Intervention
- Considerations and Limitations of Pharmacological Treatments
- The Process of Intervention Research

Readings:

- Dunst, C.J. (2009). Early Intervention for Infants and Toddlers with Developmental Disabilities. In S.L. Odom, R.H. Horner, M.E. Snell, & J. Blacher (Eds.) *Handbook of developmental disabilities*. NY: The Guilford Press.
- Snell, M.E. (2009). Advances in Instruction. In S.L. Odom, R.H. Horner, M.E. Snell, & J. Blacher (Eds.) *Handbook of developmental disabilities*. NY: The Guilford Press.
- Aman, M.G. & Madrid, A. (2000). Atypical antipsychotics in persons with developmental disabilities. *Mental Retardation and Developmental Disabilities Research Reviews*. 5(4), 253-23.

Week 5 – Intellectual Disability & The Law

Lecture Presentation:

- Guest Lecturer – Dr. Bruce Baker
 - Historical Perspective – Institutions & Commitment Procedures
 - Current Legislation on Intellectual Disabilities
 - Educational Services & Provisions
 - Criminal Justice System

Class Discussion Topics:

- Defining Intellectual Disability in the Context of the Death Penalty

Readings:

- Turnbull, H.R., Stowe, M.J., Turnbull, A.P. & Schrandt, M.S. (2007). Public Policy and Developmental Disabilities: A 35-Year Retrospective and a 5-Year Prospective Based On the Core Concepts of Disability Policy. In S.L. Odom, R.H. Horner, M.E. Snell, & J. Blacher (Eds.) *Handbook of developmental disabilities*. NY: The Guilford Press.
- Sheyett, A., Vaughn, J., Taylor, M., & Parish, S. (2009). Are We There Yet? Screening Processes for Intellectual and Developmental Disabilities in Jail Settings. *Intellectual and Developmental Disabilities*. 47(1), 13-23.
- Greenhouse, L. (2002 June). The Supreme Court: The Death Penalty. *New York Times*.

Week 6 – Autism: Phenotype, Etiology & Early Indicators

Lecture Presentation:

- Autism – Phenotype & Etiology
- Ongoing Research – Early Indicators of Autism
 - CART Infant Sibling Study

Class Discussion Topics:

- Strengths and Limitations of Methods for Studying Early Indicators of ASD
- Increases in the Prevalence of Autism? – Fact or Fiction
- Research Methodology and Transmission – Doing Good Research
- MMR Vaccine Revisited – Why?

Readings:

- Kanner, L. (1943). Autistic disturbances of affective contact. *Nervous Child*, 2, 217-250.
- Rutter, M. (2005). Incidence of Autism Spectrum Disorders – Changes Over Time and Their Meaning. *Acta Paediatrica*. 94, 2-15.
- Harris, G. (2010 February). Journal Retracts Paper Linking Autism to Vaccines. *New York Times*.

Week 7 – Autism: Treatment

Lecture Presentation:

- Treatments for Autism
 - Applied Behavior Analysis (ABA)
 - Other Behavioral/ABA-based Treatments
 - Floortime & Play-base Therapies

Class Discussion:

- Ethical Issues in Treatments for Autism
- Facilitated Communication – Why is it still being used?
- To Treat or Not to Treat – Ethical Considerations of Treatment Research

Readings:

- Odom, S.L., Rogers, S., McDougle, C.J., Hume, K. & McGee, G. (2009). Early Intervention for Children with Autism Spectrum Disorder. In S.L. Odom, R.H. Horner, M.E. Snell, & J. Blacher (Eds.) *Handbook of developmental disabilities*. NY: The Guilford Press.
- Lovaas, O.I. (1987). Behavioral Treatment and Normal Educational and Intellectual Functioning in Young Autistic Children. *Journal of Consulting and Clinical Psychology*. 55(1), 3-9.
- Jacobson, J.W., Mulick, J.A. & Schwartz, A.A. (1995). A History of Facilitated Communication: Science, pseudoscience and anti-science. *American Psychologist*, 50(9), 750-765.

Week 8 – Asperger Syndrome: Phenotype, Etiology & Treatment

Lecture Presentation:

- Asperger Syndrome – Phenotype & Etiology
- Guest Lecturer – Dr. Elizabeth Laugeson – Treatment
 - PEERS Program for Adolescents with AS
- Film: “Today’s Man”

Class Discussion:

- Defining a Spectrum of Disorder – Issues in Research & Treatment
- Autism – Diversity or Disorder

Readings:

- Freeman, J. B., Cronin, P., & Candela, P. (2002). Asperger syndrome or autistic disorder? *Focus on Autism and Other Developmental Disabilities, 17*, 145-151.
- Szatmari, P. et al., (2009). Similar Developmental Trajectories in Autism and Asperger syndrome: from early childhood to adolescence. *Journal of Child Psychology and Psychiatry. 50*(12), 1459-1467.
- Plank, A. (2008, June). The Autism Rights Movement. *New York Magazine*.

DUE: ROUGH DRAFT OF FINAL PAPER

Week 9- Risk & Impact of Developmental Disabilities

Lecture Presentation:

- Risk & Resiliency in Outcomes for Individuals with Developmental Disabilities
- Impact of Developmental Disabilities
 - Family Impact
 - Comorbid Mental Health
- Ongoing Research – The Aims and Methods of the Collaborative Family Study.

Class Discussion:

- Issues & Considerations in Diagnosing Comorbid Conditions in Individuals with Developmental Disabilities.
- Strengths and Limitations of Different Research Methodologies in Studying Family Impact and Dual Diagnosis

Readings:

- Kokentausta, T., Iivanainen, M. & Almqvist, F. (2007). Risk factors for psychiatric disturbance in children with intellectual disability. *Journal of Intellectual Disability Research. 51*(1), 43-53.
- Blacher J. & Hatton, C. (2009). Families in Context: Influences on Coping and Adaptation. In S.L. Odom, R.H. Horner, M.E. Snell, & J. Blacher (Eds.) *Handbook of developmental disabilities*. NY: The Guilford Press.
- Baker, B. L., Blacher, J., Crnic, K. A., & Edelbrock, C. (2002). Behavior problems and parenting stress in families of three-year-old children with

and without developmental delay. *American Journal on Mental Retardation*, 107, 433-444.

Week 10- Class Presentations

Finals Week – No Class

DUE: FINAL PAPER



New Course Proposal

	Psychology M98T Developmental Disabilities - Syndromes, Impact & Treatment			
Course Number	Psychology M98T			
Multiple Listed With	Disability Studies M98T			
Title	Developmental Disabilities - Syndromes, Impact & Treatment			
Short Title				
Units	Fixed: 5			
Grading Basis	Letter grade only			
Instructional Format	Seminar - 3 hours per week			
TIE Code	SEMT - Seminar (Topical) [T]			
GE Requirement	Yes			
Major or Minor Requirement	No			
Requisites	Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.			
Course Description	This seminar focuses on core issues in research & treatment of individuals with developmental disabilities. The course will involve lectures & class discussions about disorders such as intellectual disability, autism, Williams Syndrome and Fragile X.			
Justification	Part of the series of seminars offered through the Collegium of University Teaching Fellows.			
Syllabus	File Disability Studies M98T syllabus.doc was previously uploaded. You may view the file by clicking on the file name.			
Supplemental Information	Professor Bruce Baker is the faculty mentor for this seminar.			
Grading Structure	Participation & Preparation ? 20% Thought Papers ? 20% Outline ? 10% Rough Draft ? 15% Presentation 10% Final Paper ? 25%			
Effective Date	Winter 2011			
Discontinue Date	Summer 1 2011			
Instructor	Name	Title		
	Lisa Christensen	Teaching Fellow		
Quarters Taught	Fall	Winter	Spring	Summer
Department	Psychology			
Contact	Name	E-mail		
	CATHERINE GENTILE	cgentile@oid.ucla.edu		
Routing Help				

ROUTING STATUS

Role: Registrar's Scheduling Office

Status: Pending Action

Role: FEC School Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040

Status: Returned for Additional Info on 10/13/2010 3:43:28 PM

Changes: No Changes Made

Comments: Routing to Registrar's Office

Role: FEC Chair or Designee - Knapp, Raymond L (knapp@humnet.ucla.edu) - 62278

Status: Approved on 10/13/2010 3:42:48 PM

Changes: No Changes Made

Comments: No Comments

Role: L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040

Status: Returned for Additional Info on 10/6/2010 4:22:12 PM

Changes: No Changes Made

Comments: Routing to FEC Chair Ray Knapp for approval

Role: Dean College/School or Designee - Skrupa, Julie A. (jskrupa@college.ucla.edu)

Status: Approved on 10/6/2010 11:48:29 AM

Changes: No Changes Made

Comments: The Dean of Life Sciences, Victoria Sork, has approved this course with no changes to be made. Thank you, Julie Skrupa

Role: L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040

Status: Returned for Additional Info on 8/25/2010 10:54:19 AM

Changes: No Changes Made

Comments: Routing to Julie Skrupa on behalf of Dean Sork for approval

Role: CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998

Status: Approved on 5/27/2010 4:09:46 PM

Changes: Grading Structure

Comments: Approved on behalf of Professor Kathleen Komar, chair, Collegium of University Teaching Fellows

Role: Initiator/Submitter - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998

Status: Submitted on 5/27/2010 4:08:32 PM

Comments: Initiated a New Course Proposal

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Comments or questions? Contact the Registrar's Office at
cims@registrar.ucla.edu or (310) 206-7045