Attention!

This is a representative syllabus.

The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!
Students will be assigned to either “A” or “B” discussion section and will typically have to attend class in-person one time per week, with some exceptions. See course schedule for expected attendance.

Course Location: Psychology 014

Course description

The purpose of this course is to introduce students to some important issues that psychologists and other professionals encounter when providing services for and interacting with individuals with intellectual and developmental disabilities (IDD). This course will cover topics related to a wide variety of types of disabilities, including intellectual disability (ID), genetic and medical conditions, and autism spectrum disorders. At the conclusion of this course, students should have a basic understanding of how developmental disabilities are diagnosed, common problems (e.g., behavior problems, mental health issues, health problems) that co-occur with developmental disabilities, how individuals with developmental
disabilities are supported in their daily lives (e.g., education, treatment, medication), and some of the historical and ethical issues that relate to individuals with developmental disabilities and their families.

**Course learning outcomes**

By the end of this course, students should successfully be able to:

1. Understand the meaning, importance, and distinctions between different disability-related terms such as “developmental disability,” and “intellectual disability.”
2. Understand how intellectual and developmental disabilities are diagnosed by professionals
3. Be able to name and briefly describe several common causes of intellectual and developmental disabilities
4. Understand some of the co-occurring conditions (e.g., mental health problems, behavioral difficulties, health problems) that are commonly experienced by individuals with intellectual and developmental disabilities
5. Understand how services are provided for individuals with intellectual and developmental disabilities in the educational and health systems throughout the lifespan
6. Read and understand journal articles related to intellectual and developmental disabilities

**HOW THIS COURSE WORKS**

**Mode of delivery:**

- Hybrid delivery between online and in-person sessions.
- In-person discussion sections will be attended by students one time per week on either Tuesday or Thursday from 8:00-9:20am (class to be split into 2 sections). Please see syllabus schedule for some exceptions to this schedule.
- Additional lecture content (recorded lectures and planned activities) will be delivered asynchronously through Carmen.
- The Expanded Schedule describes all synchronous and asynchronous work
- The Grading section describes reinforcements for attendance at synchronous sessions

**Pace of online activities:** This course is divided into **weekly modules**. These modules will be released at least one week ahead of time, but may be released sooner. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

- Due dates for assignments are provided in Canvas and on the syllabus, and are consistent across weeks and/or units as follows:
  - Students are expected to view asynchronous content for the week PRIOR to attending their associated discussion section.
All unit assignments are due on the last day of that Unit (see dates in schedule), and are submitted through Carmen.

Active learning assignments are completed in class during discussion sections.

Practicum assignments are due on the last regular day of classes.

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content, in person discussion sections, and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone’s expected participation:

- **Participating in online activities:**
  You are expected to log in to the course in Carmen at least one time each week. You are expected to complete all discussion preparation/asynchronous activities for the unit prior to your assigned discussion section in order to prepare for the in-person class.

- **Live discussion sessions:**
  You are expected to attend your live discussion section each week in-person at your assigned time, and graded active learning activities will occur and be turned in at these discussion sections (with a few exceptions, noted on Carmen and explained in class). If you must miss your discussion section for an excused reason (e.g., illness or other reason approved by the instructor), an alternative assignment may be provided upon request to make up this content. You may miss 2 discussion sections as “freebies” without an excused absence.

- **Office hours: OPTIONAL**
  Office hours are optional. There are many opportunities for synchronous and asynchronous interaction with Dr. Walton and each other.

**COURSE MATERIALS AND TECHNOLOGIES**

**Textbooks**

**REQUIRED**

There is no required textbook for this course. All required readings and materials will be posted by the instructor on Canvas.

**Other fees or requirements**
You will be required to several practicum activities throughout the course of the semester, for a total time commitment of approximately 20 hours. Practicum activities differ from other course assignments in that they have a genuine link to real people impacted by disability—people with disabilities, family members, clinicians, or other members of the disability communities. Example assignments may include planning and leading virtual social events for people with disabilities, working with clinicians to gather referral lists that will be used within clinical program, or collaborating with teaching staff to plan lessons that will be carried out in classrooms. All practicum activities will be able to be completed remotely, if you wish (although some may be able to be completed in person, if that is your preference and it is appropriate for the particular activity). Additional information about practicum activities is included in the assignment guidelines under the “Practicum Assignments” section on Canvas.

**Course technology**

**TECHNOLOGY SUPPORT**

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](http://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](http://ocio.osu.edu/help)
- **Phone:** 614-688-4357 (HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

**TECHNOLOGY SKILLS NEEDED FOR THIS COURSE**

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](http://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](http://go.osu.edu/video-assignment-guide))

**REQUIRED EQUIPMENT**

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication
REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.
- **Tophat**: All Ohio State students have free access to Tophat, a classroom response system that can be used from all types of mobile phones, computers, and tablets. Click here for help getting started with Tophat.

CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

There are four elements of your grade in this class:

1. Asynchronous lecture quizzes/reflections (5% or 50 points)
2. Interactive Discussion Assignments (30% or 300 points)
3. Unit Assignments (40% or 400 points)
4. Semester-Long Practicum Project (25% or 250 points)
Asynchronous Lecture Quizzes/Reflections (5% of Grade)

You are expected to complete/watch asynchronous content each week prior to your discussion section, in order to prepare for the discussion. After completing the content, a brief quiz (can be repeated multiple times) will be available that will cover key points of the lecture content and pose questions designed to help prepare for discussion. Completion of these brief quizzes will comprise 5% of your total grade. Quizzes must be completed prior to your discussion section, and will close at 8am on the day of your discussion section.

Active Learning Assignments (30% of Grade)

Active learning assignments will be turned in (either in individual or small group format) at the end of each discussion section. You MUST be present at the discussion section to get credit for these assignments. These assignments are generally designed to provide evidence of your active participation in discussion and other active learning activities, and you can typically expect to receive full credit for an assignment if you were present and participating throughout class.

There are 12 active learning assignments throughout the semester (one during each in-person discussion section, plus 1 for the virtual panel presentation). You will be granted TWO “freebie” misses (with no explanation needed) during the semester, so you will be expected to complete 10 total assignments, each worth 30 points, throughout the semester.

Additional flexibility for missed activities and make-up options may be granted on a case-by-case basis. Please contact Dr. Walton with questions regarding make-ups and/or accommodations needed.

Unit Assignments (40% of Grade—10% for Each Unit)

Unit assignments will be graded based on TOTAL POINTS ATTAINED from a large “menu” of potential assignments—NOT based on percentage correct across assignments. This means that you are able to choose which assignments to complete from those available, with substantial flexibility to choose assignments that fit your interests, learning style, and individual learning needs and goals. It also means that if you choose an assignment (e.g., a quiz) and do poorly (e.g., get only 15/25 on a unit quiz), you aren’t “penalized” for your poor score—but you will need to complete additional assignments to gain more points for the unit than if you had attained a higher score on the assignment. You may complete up to 100 points from each of the four units in the class, and can simply continue to complete assignments until you have earned 100 points. You may not earn more than 100 points from any unit.
For each unit group, the following types of assignments may be available (see details in the next section for additional assignments descriptions):

1. **Unit quizzes** (25 points each)
2. **Unit assignments** (20-50 points each, depending on assignment)
   a. Essay assignments
   b. Popular media applications
   c. Research applications
   d. Human applications
   e. Clinical applications

**Practicum (25% of Grade)**

Practicum placements will be determined during the first week of the semester and will involve a semester-long experience. You are expected to commit approximately 20 hours to practicum during the semester. Practicum placements are designed to give you “hands-on” opportunities to interact with people with disabilities and better understand their lives, experiences, perspectives, strengths, and needs.

Each practicum experience will have a slightly different set of assignment requirements, but each will involve (1) participating in hands-on experiences with people with disabilities, (2) completing one or more assignments or activities designed to help you relate this experience to class content, and (3) preparing a brief video, presentation, or activity in a small group to present on the last day of class.

Your practicum activity/assignments will be due at the end of the semester and will cumulatively serve as a final “project” that will take the place of a final exam.

**Descriptions of major course assignments**

**PRACTICUM ACTIVITIES**

**Description**: Practicum activities ask you to complete larger, multi-step assignments that involve observation of or interaction with people with disabilities in settings where they may receive a range of services and supports. You will indicate your preference among multiple available practicum placements during the first week of the semester and will be assigned to a placement during the second week. While specific populations and activities differ somewhat between placements (as these placements involve coordination with a variety of university and community partners), each placement shares the following elements:
1. Provides real-world, in-person exposure to children or adults with intellectual or developmental disabilities (either direct interaction, or observation).

2. Should take approximately 20 hours to complete all practicum-related activities over the course of the semester.

3. Involves a sequence of learning activities that include:
   a. Introductory training or learning activity to understand the population and services/supports being provided
   b. Direct interaction with or observation of activities for people with developmental disabilities (this will form the bulk of your practicum time)
   c. Completion of a concluding assignment designed to provide direct feedback to the practicum site—this will be passed along to the site to help them with future program planning efforts. This assignment will also be shared/presented in class on December 7.

**Due Dates:** You will sign up for practicum in class on Thursday, August 26. All practicum assignments and related documentation are due on the last day of class (Tuesday, December 7).

**Academic integrity and collaboration:** Your practicum activities will inherently involve collaboration with community partners, and you are expected to get feedback and information from these partners to complete your assignments. If you are completing your hours at the same site as another PSYCH 4571 student, you are welcome to discuss ideas and feedback about the practicum site. However, you WRITTEN work turned in for practicum at the end of the semester is expected to be completed independently, without collaboration with other students.

**UNIT QUIZZES**

**Description:** Unit quizzes cover material from each unit (3-4 weeks). They will be administered through Carmen and will be available during the final week of a unit. Questions will be drawn from a bank and consist of a combination of multiple choice and short answer/essay. Quizzes will be open book/notes and will not be timed. Quizzes are NOT required and are simply one way to choose to complete points for the unit.

**Due Dates:** Unit quizzes will be available during the final week of each unit.

**Academic integrity and collaboration:** Quizzes will be open book/notes and will not be timed. Students are expected to work independently on unit quizzes, and should not complete these collaboratively or share any questions or answers with other students. Of note, quizzes
are not required (they are simply one option for how students can earn points from a unit) and students are NOT “penalized” for a low score on a quiz—they simply earn fewer points and would need to complete additional assignments if needed to obtain the course score they desire.

UNIT ASSIGNMENTS

Description: Unit assignments are a range of different types of assignments encouraging students to relate course material to different academic, research, clinical, and practical applications. A wide range of unit assignments with a range of point values based on estimated time/effort to complete are available for each unit. Students can choose which assignments, and how many assignments, to complete for each unit. Detailed assignment instructions are provided within each unit. The types of assignments available will include:

1. **Essay assignments**: Short essays (i.e., 2-3 pages) based on content of a particular unit, such as compare/contrast assignments, elaborations of content, or reflections on particular concepts or readings. (20-50 points)

2. **Popular media applications**: These assignments require students to locate, critically read, analyze, and reflect upon popular media sources relevant to course content (20-50 points)

3. **Research applications**: These assignments require students to locate, critically read, analyze, and reflect upon research articles relevant to course content (20-50 points)

4. **Human applications**: These assignments require students to access materials or experiences created by stakeholders in the disability field (e.g., people with disabilities, family members, clinicians) and actively participate or reflect on the experiences of these stakeholders (20-50 points)

5. **Clinical applications**: These assignments require students to access materials related to clinical services or supports for people with disabilities (e.g., educational programs, clinical therapies, etc.) and complete assignments reflecting upon and planning these types of activities based on knowledge gained in class (20-50 points).

Due Dates: Assignments are due by 11:59pm on the last Friday of the unit (see course calendar). Students are encouraged to work on a few assignments each week and turn in assignments as they complete them to facilitate timely grading and help students know whether they need to complete additional work for the unit.

Academic integrity and collaboration: See individual assignment instructions for collaboration expectations for each assignment.

Late assignments and makeups
• Missed discussion sections
  o You can skip 2 discussion sections without penalty
  o Additional excused absences may be considered on a case-by-case basis.
    Please consult the instructor.

• Late quizzes will not be accepted without a documented reason.

• Unit assignments will be accepted up to one week after the unit due date. Assignments will be marked off 10% for every day or portion of a day after the due date (-10% for <24 hours late; -20% for 24-48 hours late, etc.).

• In the case of a major disruption (one-time or ongoing) that causes you difficulties with completing assignments by the assigned due dates, please contact the instructor ASAP to discuss accommodations. Given the current climate for all of us, I am willing to consider individual accommodations—so please reach out if you are struggling! My general policy of not accepting work after a certain date is designed to keep you on track, and to keep me sane—since there are many small assignments for this course, I’m simply unable to grade them all during the last week of class! However, I am willing to give some flexibility for individual student circumstances if needed.

• Please refer to Carmen for due dates.

**Grading scale**

This course will be graded out of 1,000 points. There is a maximum number of points that you can earn from each grading category as follows:

1. Asynchronous lecture quizzes/reflections (5% or 50 points)
   a. Can be repeated multiple times to gain additional points if questions are answered incorrectly.

2. Interactive Discussion Assignments (30% or 300 points)
   a. Completed during discussion sections. Generally graded as Pass/Fail (if you were present and participated, you will earn full points)

3. Unit Assignments (40% or 400 points)
   a. In the Unit Assignments category, there are FAR MORE THAN 400 POINTS available in this course if you complete all assignments, so doing “poorly” on a submitted assignment need not unduly impact your final grade—you can always submit additional assignments if you need more points.

4. Semester-Long Practicum Project (25% or 250 points)
a. See requirements for each individual practicum placement. Grading based primarily upon completion of all activities associated with the placement.

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<td>A</td>
<td>930+</td>
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<td>A-</td>
<td>900-929</td>
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<td>870-899</td>
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**Instructor feedback and response time**

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

- **Grading and feedback:** For smaller weekly assignments (e.g., active learning assignments), you can generally expect a grade/feedback within 7 days. For large unit assignments, these will be graded as they arrive. “Early” arriving assignments (i.e., before the due date) will likely be graded within 7 days. Assignments arriving on the due date may take 2 weeks to be graded due to volume of assignments received at that time.

- **Email:** I will reply to emails within 24 hours on weekdays when class is in session at the university. Emails received on a weekend (Friday 4pm-Monday 9am) may not be answered until Monday.

**OTHER COURSE POLICIES**

**Discussion and communication guidelines**

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class activities/discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

- **Respect for individuals with disabilities:** This course focuses on understanding and supporting people with disabilities. To do this, we must place the highest value on the lives, dignity, humanity, and perspectives of people with disabilities. Be thoughtful in
your language and statements—both in discussions and in writing—about how they communicate respect and value for people with disabilities. Expect that, if I hear language or discussion that appears to devalue people with disabilities, I will bring it up as an opportunity for learning. Please feel free to do the same—in a respectful manner—if something that I as an instructor, or one of your fellow students says may not be the most respectful way to approach a topic.

- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - [https://studentconduct.osu.edu/](https://studentconduct.osu.edu/)

- **Citing your sources**: For your contributions in this course, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

- **What is said in class stays in class**: Please do not share any course materials or student contributions outside of this class without clear written permission from the student involved AND Dr. Walton

### Zoom/Vide conferencing Guidelines

Some of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues**: If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at [http://go.osu.edu/it](http://go.osu.edu/it) or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.

- **Preparation**: Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face, or some other Avatar or photo you feel represents you well.

- **Participation**: At the start of our sessions, I'll share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able.

- **Use of Video**: I would love to see your face during Zoom sessions! Please feel encouraged to use a non-distracting virtual background if this increases your comfort with sharing video. However, I understand that some students may prefer not to use
video for a variety of reasons surrounding privacy or functionality of the system on your internet connection. Therefore, I will not require use of video at any time, but do expect active participation through audio, chat box, or other means. Please mute your microphone when others are talking to minimize background noise in the meeting.

**Academic integrity policy**

See [Descriptions of major course assignments](#), above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

**OHIO STATE’S ACADEMIC INTEGRITY POLICY**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s [Code of Student Conduct](http://studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s [Code of Student Conduct](http://studentconduct.osu.edu) and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s [Code of Student Conduct](http://studentconduct.osu.edu) (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s [Code of Student Conduct](http://studentconduct.osu.edu) is never considered an excuse for academic misconduct, so I recommend that you review the [Code of Student Conduct](http://studentconduct.osu.edu) and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [http://studentlife.osu.edu/csc/](http://studentlife.osu.edu/csc/).
Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.
**Your mental health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University’s Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](http://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](http://go.osu.edu/wellnessapp).

**Health and Safety requirements**

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance ([https://safeandhealthy.osu.edu](http://https://safeandhealthy.osu.edu)), which includes following university mask policies and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

**ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

**Requesting accommodations**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.
SLDS COVID-19 Addition

In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

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<thead>
<tr>
<th>Date</th>
<th>Who Should Attend?</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Tuesday, August 24</td>
<td>ALL STUDENTS</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>2 Thursday, August 26</td>
<td>ALL STUDENTS</td>
<td>Practicum Introduction and Sign Up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete Introduction Survey by Monday, August 30 at 11:59pm (on Carmen)</td>
</tr>
</tbody>
</table>

UNIT 1: WHAT IS IDD Psychology?

<p>| 3 Tuesday, August 31  | Section A          | What is disability? (Definitions, differences, introduction to topic Complete Online Mini-Lectures and Lecture Quiz by Monday, August 30 at 11:59pm (on Carmen)) |
| 4 Thursday, September 2| Section B          |                                                                 |</p>
<table>
<thead>
<tr>
<th></th>
<th>Tuesday, September 7</th>
<th>Section A</th>
<th>History of disability, human rights, equity, and representation; participatory action research</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Thursday, September 9</td>
<td>Section B</td>
<td>Complete Online Mini-Lectures and Lecture Quiz by Monday, September 6 at 11:59pm (on Carmen)</td>
</tr>
<tr>
<td>7</td>
<td>Tuesday, September 14</td>
<td>Section A</td>
<td>Research methods in disability</td>
</tr>
<tr>
<td>8</td>
<td>Thursday, September 16</td>
<td>Section B</td>
<td>Clinical methods in disability (interdisciplinary teams; assessment v. therapy/intervention v. other supports; therapeutic approaches)</td>
</tr>
<tr>
<td></td>
<td>All Unit 1 Assignments due by Monday, September 20 at 11:59pm (on Carmen)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**UNIT 2: CLASSIFICATION AND DIAGNOSIS OF IDD**

<table>
<thead>
<tr>
<th></th>
<th>Tuesday, September 21</th>
<th>Section A</th>
<th>Epidemiology of DD (prevalence, methods of measurement, cost analyses, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Thursday, September 23</td>
<td>Section B</td>
<td>Assessment methods in DD (norm-referenced testing; different types of assessment; role of “scores” v. clinical judgement); reasons for a problems with current diagnostic classification methods</td>
</tr>
<tr>
<td></td>
<td>Complete Online Mini-Lectures and Lecture Quiz by Monday, September 20 at 11:59pm (on Carmen)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Tuesday, September 28</td>
<td>Section A</td>
<td>Intelligence testing and intellectual disability</td>
</tr>
<tr>
<td>12</td>
<td>Thursday, September 30</td>
<td>Section B</td>
<td>Complete Online Mini-Lectures and Lecture Quiz by Monday, September 27 at 11:59pm (on Carmen)</td>
</tr>
<tr>
<td>13</td>
<td>Tuesday, October 5</td>
<td>Section A</td>
<td>Autism Spectrum Disorder</td>
</tr>
<tr>
<td>14</td>
<td>Thursday, October 7</td>
<td>Section B</td>
<td>Complete Online Mini-Lectures and Lecture Quiz by Monday, October 4 at 11:59pm (on Carmen)</td>
</tr>
<tr>
<td>15</td>
<td>Tuesday, October 12</td>
<td>Section B</td>
<td>NO IN PERSON CLASS—ONLINE CONTENT ONLY</td>
</tr>
<tr>
<td></td>
<td>Common DD etiologies (e.g., Williams syndrome, down syndrome, CP, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete Online Mini-Lectures and Lecture Quiz by Monday, October 18 at 11:59pm (on Carmen)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Section</td>
<td>Notes</td>
</tr>
<tr>
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</tr>
<tr>
<td>Thursday, October 14</td>
<td>NO CLASS—FALL BREAK</td>
<td></td>
<td>All Unit 2 Assignments due by Monday, October 18 at 11:59pm (on Carmen)</td>
</tr>
<tr>
<td>Thursday, October 21</td>
<td></td>
<td>Section B</td>
<td>Complete Online Mini-Lectures and Lecture Quiz by Monday, October 18 at 11:59pm (on Carmen)</td>
</tr>
<tr>
<td>Tuesday, October 19</td>
<td></td>
<td>Section A</td>
<td>Early intervention and special education</td>
</tr>
<tr>
<td>Tuesday, October 26</td>
<td></td>
<td>Section A</td>
<td>Autism interventions and supports</td>
</tr>
<tr>
<td>Thursday, October 28</td>
<td></td>
<td>Section B</td>
<td>Complete Online Mini-Lectures and Lecture Quiz by Monday, October 25 at 11:59pm (on Carmen)</td>
</tr>
<tr>
<td>Tuesday, November 2</td>
<td></td>
<td>Section A</td>
<td>Community integration and inclusion supports</td>
</tr>
<tr>
<td>Thursday, November 4</td>
<td></td>
<td>Section B</td>
<td>Complete Online Mini-Lectures and Lecture Quiz by Monday, November 1 at 11:59pm (on Carmen)</td>
</tr>
<tr>
<td>Tuesday, November 9</td>
<td></td>
<td>Section A</td>
<td>VIRTUAL GUEST LECTURE: EI PANEL DISCUSSION</td>
</tr>
<tr>
<td>Thursday, November 11</td>
<td>NO CLASS—VETERAN’S DAY</td>
<td></td>
<td>All Unit 3 Assignments due by Monday, November 15 at 11:59pm (on Carmen)</td>
</tr>
<tr>
<td>Tuesday, November 16</td>
<td></td>
<td>Section A</td>
<td>Prevalence and nature of MH and behavior problems in people with DD</td>
</tr>
<tr>
<td>Thursday, November 18</td>
<td></td>
<td>Section B</td>
<td>Complete Online Mini-Lectures and Lecture Quiz by Monday, November 15 at 11:59pm (on Carmen)</td>
</tr>
<tr>
<td>Tuesday, November 23</td>
<td></td>
<td>Section A</td>
<td>NO IN PERSON CLASS—ONLINE CONTENT ONLY</td>
</tr>
<tr>
<td>Thursday, November 25</td>
<td>NO CLASS—THANKSGIVING</td>
<td></td>
<td>Complete Online Mini-Lectures and Lecture Quiz by Monday, November 29 at 11:59pm (on Carmen)</td>
</tr>
<tr>
<td>Tuesday, November 30</td>
<td></td>
<td>Section A</td>
<td>Behavioral support services</td>
</tr>
<tr>
<td>Thursday, December 2</td>
<td></td>
<td>Section B</td>
<td>Complete Online Mini-Lectures and Lecture Quiz by Monday, November 29 at 11:59pm (on Carmen)</td>
</tr>
<tr>
<td>31</td>
<td>Tuesday, December 7</td>
<td>ALL STUDENTS</td>
<td>PRACTICUM WRAP-UP/PRESENTATIONS</td>
</tr>
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</tr>
<tr>
<td></td>
<td>All Unit 4 Assignments due by Monday, December 6 at 11:59pm (on Carmen)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>FINALS</td>
<td></td>
<td>No finals in this course</td>
</tr>
</tbody>
</table>