

HDCD 6312.001 Atypical Development Syllabus

Course Information

HDCD 6312.001
Atypical Development
Fall 2023

Professor Contact Information

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Office Hours: Tuesday and Thursdays 11:30 a.m. – 12:30 p.m. or email for an appointment

Course Pre-requisites, Co-requisites, and/or Other Restrictions

None

Course Description

This course is a graduate-level seminar designed to give students an overview of social, environmental, systemic, genetic, biological, and cognitive factors that affect early child development. Emphasis is placed on how early relationships shape neural processes and how building deeper interpersonal connections is one of the most powerful resources for growth and change. The course also introduces students to specific disorders of development from infancy through childhood and how these disorders impact individual functioning.

Student Learning Objectives/Outcomes

After completing the course, students will have a better understanding and comprehension of the multiple factors that affect and determine atypical development of infants and children.

The students will:

1. Know significant medical, biological, and environmental risk factors and how these impact infant and child development. This knowledge includes how risk factors influence the domains of cognitive, adaptive, gross and fine motor, sensorimotor, communication, and social/emotional development as well as health issues. The students will also recognize atypical patterns of development in all domains.
2. Know the most common medical conditions or diagnoses resulting in delays or disorders that require referrals to medical specialists and/or early intervention services. The students will also know the characteristics and probable effects of those diagnoses on a child's future development and have knowledge of how to access information, including common characteristics and developmental implications for any diagnosis.
3. Recognize how the disability or developmental delay affects the child's ability to interact with others and the environment.

Required Textbooks and Materials

Kranowitz, Carol Stock. (2022). *The Out-of-Sync Child, Third Edition: Recognizing and Coping with Sensory Processing Differences* (The Out-of-Sync Child Series, 3rd ed.). TarcherPerigee.

Siegel, Daniel J. (2020). *The Developing Mind, Third Edition: How Relationships and the Brain Interact to Shape Who We Are*. New York, NY: The Guilford Press.

Additional selected readings will be available through eLearning.

Assignments & Academic Calendar

Dates, topics, and due dates of assignments may change at the instructor's discretion and will be announced in class.

Date	Topic	Assigned Reading Content	Learning Activity DUE
8/23	Introduction & Developmental Factors		
8/30	SPD Differences Interpersonal Neurobiology	Out-of-Sync Child ch 1-2 Developing Mind intro	

	LABOR DAY – NO CLASS		
9/6	SPD Diagnoses Embodied Brain & Awareness	Out-of-Sync Child ch 3 Developing Mind ch 1	
9/13	Sensory Processing State of Mind	Out-of-Sync Child ch 4 Developing Mind ch 2	
9/20	Tactile Sense Memory & Narrative	Out-of-Sync Child ch 5 Developing Mind ch 3	
9/27	Vestibular Sense Attachment & Sense of Self	Out-of-Sync Child ch 6 Developing Mind ch 4	Disorder Presentation Disorder Presentation
10/4	Proprioceptive Sense Emotion	Out-of-Sync Child ch 7 Developing Mind ch 5	Disorder Presentation Disorder Presentation
10/11	Visual Sense Mental Representations	Out-of-Sync Child ch 8 Developing Mind ch 6	Disorder Presentation Disorder Presentation
<u>10/18 - TBD</u>	<u>Relationship Intervention</u>	<u>Selected training videos</u> <u>Purvis, K. B., Cross, D. R., & Pennings, J.S. (2009). Trust-based relational intervention (TBRI): Interactive principles for adopted children with special social-emotional needs. Journal of Humanistic Counseling, Education, and Development, 48, 3-22.</u>	<u>Study Guide</u>

10/25	Auditory Sense Regulation	Out-of-Sync Child ch 9 Developing Mind ch 7	Disorder Presentation Disorder Presentation
11/1	SPD Diagnosis & Treatment	Out-of-Sync Child ch 10-12	Disorder Presentation Disorder Presentation
11/8	Interpersonal Connection	Out-of-Sync Child ch 13 Developing Mind ch 8	Disorder Presentation Disorder Presentation
11/15 11/22 Thanksgiving	Integration	Out-of-Sync Child ch 14 Developing Mind ch 9 FINAL PAPER WITH EDITS DUE (no CLASS- Thanksgiving)	Disorder Presentation Disorder Presentation
11/29	Belonging	Developing Mind ch 10	
12/6	FINAL EXAM – Philosophy of Care Paper		Philosophy of Care Paper DUE

Grading Policy

Assignments

Participation (60 points, 20%) This class is a seminar-style class, meaning that your attendance and participation are important to make this class all it can be. It is expected that you are actively involved in class discussion and meaningfully contribute to the learning experience of your classmates. Reading assigned content prior to class is required. Each student should come to class with at least one question or critical thought/reflection from each assigned reading. If it appears that students are not reading, reading quizzes will begin to be administered at the beginning of each class.

Disorder Presentation (35) & Paper (100) (135 points, 45%) Each student will present a selected disorder from the possible topic list on their selected presentation date. Presentations will be approximately 30 minutes. At the end of the presentation, the presenting student will provide 1-2 discussion questions for the class.

Presentations will include:

- Etiology of disorder
- Literature review of disorder
- Symptomatology of disorder
- Treatment options for disorder

On the presentation day, students will submit via email to the professor a 10-page rough draft research paper on their selected disorder. Your FINAL paper will be due **NOVEMBER 22nd**- no class (Thanksgiving Break).

Papers will include:

- 10-20 peer-reviewed journal articles (majority should be within the last 5 years)
- Well-organized introduction
- Neurophysiological activity involved in disorder
- Etiology – genetic vs environmental causes
- Symptomatology – criteria for diagnosis
- Impacts on social, cognitive, emotional, and physical development
- Effective treatment options and outcomes – is there a “gold standard?”
- Well-stated summary of disorder, its effects, and treatment outcomes

Study Guide – due TBD 11:59 PM (5 points) Midsemester, students will have an opportunity to learn relational intervention techniques for young children who have experienced adversity or early stress. A study guide will be provided for students while they watch training videos, and students will submit their completed study guide after completing the introductory training.

Philosophy of Care Paper – FINAL - due 12/6 (100 points, 30%) Using what you have learned about the importance of relationships, the complexities of early child development and the factors that affect development, and your role as a future professional, write a **3-page paper (excluding title page and references) about your philosophy of care.** Your philosophy of care includes the way in which you view early child development, how you plan to work with children as a professional using specific theories/interventions, and the way in which you specifically influence the work you will be doing. Include **3 sources/references** from peer-reviewed journals to aid in your argument.

Grading will be based on accuracy, critical thinking, thoroughness, use of high- quality sources, writing quality, and proper use of APA style.

Final Grade Elements / Grade Breakdown:

Outcome(s)	Assignments, Exams/Quizzes, Presentations, etc.	Percentage	Points
1,2,3,4,5	Participation (60)	20%	60
1,2	Study Guide (5)	5%	5
1,2,3,4	Disorder Presentation (35) & Paper (100)	45%	135
2,3,4,5	Philosophy of Care Paper (100)	30%	100
Total		100%	300

Grading Scales

Grade	Score
A	90–100
B	80–89.99
C	70–79.99
D	60–69.99
F	0–59.99

Course & Instructor Policies

Late Work

Assignments will not be accepted late, without prior arrangements. Assignments submitted later than the due date will receive an automatic 10% reduction in grade for every day that it is late. Assignments will not be accepted after 5 days unless there is an emergency, and it must be discussed with the professor.

Grading Concerns

If you have any questions or concerns about your experiences in this course, the first step is to communicate these questions or concerns directly with the instructor of

record. Your instructor is your primary contact for any questions or concerns that arise with this course.

Class Materials

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Attendance

This class is not designed to be a lecture course – I believe we learn best through engagement with the material. That being said, your attendance and participation is important to make this class all it can be. I expect you to be actively involved in class discussion and contribute to the learning experience of your classmates. This course is designed to simultaneously help you increase awareness of yourself as a future professional and of the complexities of child development. In order to do this well, you will need to be engaged in reflection of the material and class conversation both while reading the class material and engaging in the dialogue during class periods. I also expect each of you to respect the views and opinions of others in the classroom and participate in class with an open mind.

Class Participation

Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online

environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

Academic Support Resources

The information contained in the following link lists the University’s academic support resources for all students.

Please see <http://go.utdallas.edu/academic-support-resources>.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus. Please review the catalog sections regarding the [credit/no credit](#) or [pass/fail](#) grading option and withdrawal from class.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.