

## ***HDCD 6312-Course Syllabus***

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### **Course Information**

#### **HDCD 6312-001**

**Atypical Development**; Fall 2016

Wednesdays; 10:00am-12:45pm;

CR 12.120

#### **Course Pre-requisite or Co-requisite**

None

### **Professor Contact Information**

#### **Donna Ewing**

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Office Hours: Mondays 9:00-12:00

*Beginning Aug. 29th*

#### **Course Description**

This course is a graduate level course which introduces disorders of development from conception through preschool years. Students will be introduced to the effects of developmental impairments on the child's ability to interact with others and within the environment.

#### **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:

- 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.
- 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.
- Recognize how the disability or developmental delay affects the child's ability to interact with others and the environment.

#### **Required Textbooks**

Selected readings are available on-line. Students are expected to complete the assigned readings prior to each class and be prepared to contribute to class discussion. Lecture material will be supplemented by the readings. General questions from the content of the readings can be expected on the exams.

#### **Assignments & Academic Calendar**

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

##### **8/24: Introduction**

**Typical Prenatal Development**

**Prematurity, Low Birth Weight and Congenital Disorders**

**Prenatal Drug Exposure/Fetal Alcohol Syndrome**

##### **Readings:**

Blood test tells gender of fetus early as 5 weeks

<http://www.msnbc.msn.com/id/34471795/ns/health-pregnancy/print/1/displaymode/1098>

New Perspectives on Premature Infants and their Parents

<http://www.zerotothree.org/child-development/health-nutrition/vol24-2a.pdf>

Mortality and Acute Complications in Preterm Infants

<http://www.ncbi.nlm.nih.gov/books/NBK11385/>

Newborn Screening Tests

[http://kidshealth.org/parents/system/medical/newborn\\_screening\\_tests.html](http://kidshealth.org/parents/system/medical/newborn_screening_tests.html)

pages 1-8

Introduction to special issues: Impact of Prenatal Exposure on Children's Health, Development, School Performance and Risk Behavior

<http://jpepsy.oxfordjournals.org/cgi/content/full/31/1/1>

Prenatal Substance Abuse: Short- and Long-term Effects on the Exposed Fetus

<http://pediatrics.aappublications.org/content/pediatrics/131/3/e1009.full.pdf>

### **8/31: GROSS AND FINE MOTOR IMPAIRMENTS**

#### **Readings:**

Infant Developmental Milestones: Gross Motor

<http://www.kamloopschildrenstherapy.org/gross-motor-infant-milestones>

Gross Motor Development in Infants with Multiple Impairments by Rita Snell

<http://www.csun.edu/~hfedu009/innovations/html/motordev.html>

Infant Developmental Milestones: Fine motor

<http://www.kamloopschildrenstherapy.org/fine-motor-skills-infant-milestones>

### **9/7: HEARING AND VISUAL IMPAIRMENT**

#### **Readings:**

Pre-auricular Skin Tags and Ear Pits are Associated with Permanent Hearing Impairment in Newborns

<http://pediatrics.aappublications.org/cgi/content/abstract/122/4/e884?maxtoshow=&hits=>

Hearing Impairment

<http://www.healthofchildren.com/G-H/Hearing-Impairment.html>

Common Eye Disorders in Children

<http://www.eyetopics.com/articles/88/1/Common-Eye-Disorders-In-Children.html>

### **9/14: COMMUNICATION, LANGUAGE AND SPEECH DISORDERS**

#### **Readings:**

Research Studies Interaction of Language and Motor Processing in Stuttering

<http://www.stuttersfa.org/Research/asmith.htm>

Neural Bases of Stuttering and its Treatment

<http://www.stuttersfa.org/Default.aspx?tabid=167>

Stuttering

<http://www.nidcd.nih.gov/health/voice/stutter.htm>

### **9/21: COMMUNICATION, LANGUAGE AND SPEECH DISORDERS cont.**

#### **Readings:**

Childhood Apraxia of Speech (CAS)

<https://www.cincinnatichildrens.org/health/c/verbal-apraxia>

<http://www.asha.org/public/speech/disorders/ChildhoodApraxia/>

Dysarthria

<http://www.asha.org/public/speech/disorders/dysarthria/>

Apraxia? Dyspraxia? Articulation? Phonology? What Does It All Mean?

<http://www.apraxia-kids.org/library/apraxia-dyspraxia-articulation-phonology-what-does-it-all-mean/>

A Comparison of Childhood Apraxia of Speech, Dysarthria, and Severe Phonological Disorder  
severe phonological disorder

<http://www.apraxia-kids.org/library/a-comparison-of-childhood-apraxia-of-speech-dysarthria-and-severe-phonological-disorder/>

### **9/28: EXAM 1**

### **10/5: COGNITIVE IMPAIRMENTS (Intellectual Disabilities)**

#### **Readings:**

Cognitive Deficits

<http://emedicine.medscape.com/article/917629-overview>

Fragile X-Syndrome

<http://emedicine.medscape.com/article/943776-print>

Medical Encyclopedia: Mental Retardation

<http://www.nlm.nih.gov/medlineplus/ency/article/001523.htm>

## **10/12: BEHAVIOR DISORDERS**

### **Readings:**

You Child – Conduct Disorders

[http://www.aacap.org/cs/root/publication\\_store/your\\_child\\_conduct\\_disorders](http://www.aacap.org/cs/root/publication_store/your_child_conduct_disorders)

Proactive aggression: I'll hit if you don't hit back

<http://www.child-psych.org/2009/05/proactive-reactive-aggression-in-children.html>

## **10/19: EMOTIONAL AND AFFECTIVE DISORDERS**

### **POST TRAUMATIC STRESS DISORDER**

### **Readings:**

Child and Adolescent Bipolar Disorder

[http://www.nami.org/Content/ContentGroups/Helpline1/Child\\_and\\_Adolescent\\_Bipolar\\_Disorder.htm](http://www.nami.org/Content/ContentGroups/Helpline1/Child_and_Adolescent_Bipolar_Disorder.htm)

Excessive Stress Disrupts the Architecture of the Developing Brain

[http://developingchild.harvard.edu/index.php/library/reports\\_and\\_working\\_papers/wp3/](http://developingchild.harvard.edu/index.php/library/reports_and_working_papers/wp3/)

Homeostasis, Stress, Trauma, and Adaptation

[http://www.childtrauma.org/images/stories/Articles/perrypollard\\_homeost\\_adapt\\_9810.pdf](http://www.childtrauma.org/images/stories/Articles/perrypollard_homeost_adapt_9810.pdf)

## **10/26: EXAM II**

## **11/2: AUTISM SPECTRUM DISORDER (ASD)**

DSM-5 Diagnostic Criteria Autism Spectrum Disorder (F84.0)

<https://www.iidc.indiana.edu/pages/Diagnostic-Criteria-for-Autism-Spectrum-Disorder>

(Explanation of Changes in ASD diagnosis)

<http://www.dsm5.org/Documents/Autism%20Spectrum%20Disorder%20Fact%20Sheet.pdf>

Autism Spectrum Disorder

<http://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd/index.shtml>

## **11/9: SENSORY INTEGRATION DISORDERS**

Hand out take home portion of Final Quiz

### **Readings:**

Validating the Diagnosis of Sensory Processing Disorder

<http://www.ateachabout.com/pdf/ValidatingSPD.pdf>

Sensory Integration Dysfunction

[http://link.springer.com/chapter/10.1007/978-1-4419-9764-7\\_6](http://link.springer.com/chapter/10.1007/978-1-4419-9764-7_6)

## **11/16: RELATIONSHIP DISTURBANCES/ATTACHMENT AND BONDING ISSUES**

### **Readings:**

Separation Anxiety in Children

<http://www.helpguide.org/articles/anxiety/separation-anxiety-in-children.htm>

Reactive Attachment Disorder

[http://www.aacap.org/App\\_Themes/AACAP/docs/facts\\_for\\_families/85\\_reactive\\_attachment\\_disorder.pdf](http://www.aacap.org/App_Themes/AACAP/docs/facts_for_families/85_reactive_attachment_disorder.pdf)

Disinhibited Social Engagement Disorder

<http://www.cebc4cw.org/search/topic-areas/dsm-5-criteria-for-disinhibited-social-engagement-disorder/>

## **11/23: No Class**

## 11/30: RISKS TO OPTIMAL DEVELOPMENT: ABUSE AND NEGLECT

### Readings:

Child Abuse and Neglect

<http://www.helpguide.org/articles/abuse/child-abuse-and-neglect.htm>

Effects of Poverty, Hunger and Homelessness on Children and Youth

<http://www.apa.org/pi/families/poverty.aspx>

Read first 6 parts

## 12/7: EXAM III (take home assignment due)

### Fall Semester Assignments - Activities by Points and Due Dates:

<u>Pts.</u>	<u>Date</u>	<u>Assignment</u>
30	9/21	EXAM I
30	10/19	EXAM II
40	12/7	EXAM III (30) Take home portions (10)
<b>100</b>		<b>Total Points</b>

### **Grading Policy**

Participation in class and regular attendance is **required** in order to receive an "A" in this course.

Scores for all assignments/exams listed will be compiled and grades assigned according to the following scale.

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76

### **Course Policies**

Due to the nature of the materials presented in this class, regular class attendance is required and absences should be cleared in advance either in person, via e-mail or voice mail, with the instructor. Absences will be excused only for an obvious illness or family emergency.

It is the student's responsibilities to access all information presented for the missed class session from other students in the class and arrange for assignments to be turned in on time. The faculty instructor is not responsible for ensuring the student has the missed materials.

If a student arrives to a class session after it has begun, he/she is expected to enter quietly and take a seat in the least disruptive location.

Assignments are due on the designated date (see course schedule presented in this syllabus). Assignments will **not** be accepted late, *without prior arrangements*. Assignments submitted *later* than the due date will receive an automatic 5% reduction in grade for every day that it is late. Assignments will not be accepted after 5 days unless there is a true emergency and it has been discussed with the instructor. Incomplete assignments will also be assessed penalty points.

All written material submitted should be typed and formatted according to the specifications given by the instructor.

If you have difficulty in the area of written communication skills, you are strongly encouraged to continue with the assistance of the UTD Writing Center Lab beyond the two sessions required.

Special attention ***must*** be given to the following:

\*grammar, punctuation, spelling

\*tense and parallel usage

\*sentence and paragraph structure

\*organization, neatness and content knowledge

No make-up tests will be given without prior approval. If a student is a "no show" at the time of the class, the student will automatically earn a zero.

Keep an extra copy of all assignments for your records *before* they are turned in to the instructor.

**Lecture topics and dates provide a tentative schedule. They are subject to change as needed at the discretion of the instructor.**

**Assignment due dates may also be changed. These changes will be announced in class.**

Turn off cell phones *prior* to entering classroom. *Under no conditions* may you answer a cell phone while class is in session. If it is an emergency, you must leave the room completely before answering.

## **Student Conduct & Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

## **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own.

As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

## **Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

## **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

## **Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the

School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

### **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

### **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

### **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

### **Off-Campus Instruction and Course Activities**

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean.

([http://www.utdallas.edu/Business\\_Affairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/Business_Affairs/Travel_Risk_Activities.htm))

*These descriptions and timelines are subject to change at the discretion of the Professor.*