

SEP 11 2000

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF COMMUNITY REHABILITATION
"MAKING A DIFFERENCE"
COURSE OUTLINE
2000

RP1101 - DISABLING CONDITIONS

CLASS: Tuesdays & Thursdays - 10:00 am - 11:20 am

LOCATION: E311

CREDITS: 45 Hours (3 credits)

INSTRUCTOR: Terrah Lindsay B.Sc., M.S.

Office: H217

Phone: 539-2893 (work)

538-3872 (home)

E-mail: Terrah.Lindsay@GPRC.AB.CA

Office Hours: Wednesday 11:30 - 12:00, 1:00-2:00

OR by appointment

Please feel free to call me at home, although I work part-time at the college, I like to be accessible on a full-time basis!

COURSE DESCRIPTION:

This course is designed to provide the students with information about a selected cross section of disabling conditions. Emphasis is placed on:

1. Providing students with information on the definitions, etiology, physical and learning characteristics associated with each disability studied.
2. Providing students with information on the possible social and educational implications associated with each disability.

TEXT:

Turnbull, A., Turnbull, H. R., Shank, M., and Leal, D. (1999). Exceptional Lives: Special Education in Today's Schools, 2nd Edition. Columbus, OH., Prentice-Hall, Inc.

CLASS FORMAT:

Classes will consist of lectures, films, activities, discussions, and guest speakers.

CLASS SCHEDULE:

The attached class schedule and overview is as accurate, as can be prepared at the outset of this course. Changes in content and scheduling may be necessary.

COURSE OBJECTIVES:

1. Students will identify major issues and themes in service delivery in relationship to persons with disabilities.
2. Students will demonstrate knowledge of etiology and terminology associated with the disabilities studied.
3. Students will demonstrate knowledge of possible physical and psychological characteristics of a person who has a certain disability.
4. Students will recognize that the degree of disability is a relationship between one's special needs and access to those resources that meet those needs, e.g., social, educational, physical and family.

Tests and assignments will determine attainment of objectives.

GRADING:

Marks will be assigned for this course as follows:

45% --Exam 1 The best exam will count for 25% of your final mark, the other exam will count for 20% of your mark.
--Exam 2

30% final exam

15% fact sheet

10% (mind maps) study questions

EXAM 1 October 5 (20 or 25%)

This exam will cover key concepts and the chapters on Learning Disabilities & Mental Retardation

EXAM 2 November 2 (20% or 25%)

This exam will cover the chapters on Communication Disorders, Hearing Loss, Physical Disabilities and Autism.

FINAL EXAM during Finals Week (30%)

This exam will cover the chapters, Emotional, Behavioural Disorders, Attention Deficit/Hyperactivity Disorders, Severe and Multiple Disabilities and Blindness and Low Vision.

* Test format will include multiple choice, true/false, fill-in-the-blank, & short answer.

** In addition the final exam will include an essay question. Students will be given the topic for the essay one-week in advance. Students will be allowed to bring to class one loose-leaf size sheet of paper, both sides may be used. See RP1101 marking key for marking criteria.

| GRADES | | | | |
|---------------|---|---------|---|--------|
| | 9 | 90-100% | 5 | 57-64% |
| | 8 | 80-89% | 4 | 50-56% |
| | 7 | 72-79% | 3 | 45-49% |
| | 6 | 65-71% | 2 | 26-44% |
| | | | 1 | 0-25% |

In order to obtain credit for this course students must obtain a minimum of 65% or a 6.

FACT SHEETS

Objectives:

1. To obtain information about specific disabling conditions.
2. To develop an awareness of resources pertaining to disabilities.
3. To identify means of minimizing the handicapping effects.
4. To develop a personal resource of a number of disabling conditions.

Each student will prepare an overview of a specific syndrome or disability. The information may be recorded in point form and will include the following headings:

1. Definition & characteristics
2. Cause
3. **Three** means of minimizing the handicapping effects of the disability
4. Sources of information and supports (groups, agencies you could refer families to)
5. Resources (where you found the information) minimum of 3 **not** including the textbook
*One resource must be from the Internet, preference is given to Canadian sites

It will be a maximum of two pages, and typed.

DUE: November 23, 2000

Re-submissions are due December 7, 2000

It is important that the fact sheets contain information that is accurate and complete, as photocopies will be made available for each student in the course to serve as a resource for a variety of disabling conditions. **Students may be required to resubmit their fact sheets if information is inaccurate and/or incomplete.** Half of the student's mark will be withheld until the fact sheet is resubmitted.



STUDY QUESTIONS/MIND MAPS

Objectives:

1. To provide the students with a more structured approach for reading the text and learning from it.
2. To provide the students with an opportunity to learn and apply study skills.

A "mind map" is a one page (any size) summary of the information covered in a chapter AND:

- a. Answers the questions from the study questions
- b. Makes use of colour in a logical way
- c. Answers the study questions using the students own words
- d. Contains hints for helping the student remember concepts, lists etc.
- e. Is legible
- f. Is organized in a logical way

Part one 2% of final grade. Part two 4% of final grade. Part three 4% of final grade.

Mind maps are due the day of the exam. If you would like to submit yours earlier to verify the accuracy of your information I will be happy to mark it and return it before the exam.

You will need to submit a mind map for the first part. For parts two and three you may submit a mind map or have the marks count towards your exam. I will assume that if you do not hand the mind map in the day it is due for parts two and three you would like the mark to be counted towards your exam.

RULES AND REGULATIONS

1. Attendance is strongly encouraged. Students will be accountable for lectures missed as well as any announcements made in class.
2. Students not able to write the exam on the scheduled date and time must contact the instructor BEFORE THE EXAM stating reason(s) for not writing. Should there be 1 or more students excused from writing on the scheduled date, the instructor will schedule *ONE alternate writing date. If the student fails to contact the instructor before the exam or fails to write the exam on the alternate date, a mark of 0 will be given.
3. Assignments must be received by 4:00 p.m. on the day on which they are due. Late assignments will be penalized at a rate of 5% per day. That is if a paper receives a grade of 80% and is one day late, the grade recorded will be 75%; two days late, 70% etc. Extensions may be granted for exceptional circumstances if the request is made prior to the due date.
4. Students are expected to familiarize themselves with student rights and responsibilities as outlined on pages 31-35 of the GPRC 2000-01 Calendar.