



BRESCIA UNIVERSITY COLLEGE
2014 - 2015

PSYCHOLOGY 2041 Section 530

The Exceptional Child

INSTRUCTOR:	Richard Shugar, MSc
TIME:	Fridays, 1:30 am – 4:30 pm.
PLACE:	Brescia University College BR 201
OFFICE HOURS:	Tuesday 1:30 – 2:30 pm Thursday 12:30-1:30 Room BR 301D or by appointment: 657-4820
E-MAIL:	rshugar@uwo.ca OR dick.shugar@rogers.com
REQUIRED TEXT:	Winzer, Margret, <u>Children with Exceptionalities in Canadian Classrooms</u> (8th ed Toronto, Pearson Education Canada, 2008) <i>Students should not purchase texts earlier than the 8th edition</i>
WEBSITE:	The Psychology 2041/3434E website on OWL/Sakai is accessible only by students officially registered in those courses. Details will be announced in class. Students are encouraged to visit the website <u>at least weekly</u> for class overheads, announcements, and items of interest.
COURSE PREREQUISITES:	There are no specific prerequisites for this course however students are strongly advised to have taken Psychology 1000 previously.
ANTIREQUISITE(S):	Psychology 2042A/B, Psychology 2043A/B, Psychology 3320F/G, Psychology 3434E

COURSE DESCRIPTION:

The purpose of this course is to provide the student with theory, research, and practical understanding related to exceptional children. The term “exceptional child” refers to a very broad range, and will include children with intellectual differences (challenged, gifted, learning disabled), sensory and physical disabilities, behavioural/emotional disturbances, the effects of child abuse and divorce, and chronic illnesses. Lectures and dialogue will focus on traditional and current issues, as well as management strategies. Classes will consist of both lecture material and structured discussion.

In order to provide a variety of learning experiences, and to promote student-directed learning, two additional assignments are required.

Students registered in Psychology 2041 and Psychology 3434E will both attend the same lecture hours. Exam questions, assignments, and evaluation criteria will differ between the two courses.

LEARNING OUTCOMES:

By the end of this course, a successful student should be able to describe:

- how exceptionalities are defined;
- the range of potential differences among children;
- how exceptionalities arise;
- the varying challenges facing exceptional children and their families;
- the different prevention, intervention, and remediation strategies available.

Students will have developed an appreciation for the many strengths shown by exceptional children, and will have increased their own confidence in sharing feedback and opinions with others.

Students may vary in their competency levels on these abilities. You can expect to acquire these abilities only if you honour all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student.

EVALUATION:

Exam 1: 20%

Exam 2: 20%

Exam 3: 20%

Assignment #1 (choice of formats, due January 16, 2015): 15%

Assignment #2 (field trip paper, due March 13, 2015) : 25%

Total: 100%

Please note that grades **cannot** be adjusted on the basis of need. Your mark in the course will be the mark that you earn. Tests and exams cannot be re-written to obtain a higher mark.

For questions regarding missed tests or exams, see the Brescia academic policies, or consult the professor or an Academic Advisor as soon as possible. Medical documentation of absence will be needed.

EXAMS:

There will be three examinations, based on material both from lectures and from the text.

Each exam (Multiple choice format) will be worth 20% of the final mark. They are non-cumulative. Dates and material covered are as follows:

Exam 1 - October 31, 2014

Lectures: Lectures 1-8 Inclusive

Textbook: Chapters 1, 2, 3, 6, 9

Exam 2 - January 30, 2015

Lectures: Lectures 9-15 Inclusive

Textbook: Chapters 4, 5, 7, 8, 10, 11

Exam 3 - Final exam period

Lectures: Lectures 16-23

Textbook: Chapters 12-17

ASSIGNMENTS

Assignment #1. Choose one of the following

Each student will choose one of the following assignments. The written assignments will be due **in class** on **January 16, 2015**. A paper should be *at least five* typewritten pages - plus an additional title page and References page - and will be worth **15% of the final mark**. Note that **late papers will be subject to penalty (2% per day) and may not be accepted**.

Students electing to do a presentation may have these scheduled throughout the year and the January 16 deadline does not apply. However, since spaces for this are limited, students must sign up to do a presentation by September 30.

option 1. A Case Study

Based on a case study provided by the instructor, discuss how one should treat the problem or make the situation better. The recommendations should reflect "best practices" in the field.

option 2. An Article

Find an article or editorial in the media that deals with a controversial issue relating to exceptional children. Write a rebuttal, backed up by scientific evidence.

option 3. A Presentation

A 30-45 minute creative presentation in class, in a format of your choice. The instructor should be consulted regarding choice of topic and scheduling. Depending

on the subject matter, two students may request to collaborate. A maximum of 10 presentation slots will be available during the year.

option 4. An Organization

Find an organization in the community that purposely takes responsibility for accommodating or meeting the needs of people with exceptionalities. Your essay should discuss why these accommodations are important and how they impact the children/families they serve. Note: this should not be the same location profiled in assignment #2.

option 5. None of the Above

With the approval of the instructor, devise your own creative assignment that would assist you in learning about (and demonstrate that you have learned about) exceptional children.

Assignment #2. Field Trip / Paper

Field Trip

Each student is responsible for arranging a visit to a facility specifically designed to teach, train, or treat exceptional children and youth. The student may choose a centre in London (examples may be found in the London Directory of Social Services, available in the Brescia Library) or one that is located in her/his home community. Consultation with the instructor regarding possible places is welcomed, and you are encouraged to discuss the paper during office hours.

There is no specific requirement in terms of amount of time spent at a facility. However the contact must occur during the current school year. Ordinary day care centres do not qualify for this assignment nor do facilities where the student previously worked (eg summer camp) unless there has been further contact.

Visits to facilities are sometimes difficult to schedule; therefore, arrangements should be made as soon as possible. Certain centres may have restrictions about visiting (eg the student may have to already be a volunteer there). The report of the visit is not due until the second term, and knowledge necessary for pertinent observations and questions would not usually be accumulated until some time into the course. Therefore the student should plan now for a future visit with report-writing to follow in February. Be sure to allow yourself sufficient backup in case arrangements with your agency fall through.

The student will be required to submit a written report of the field visit, which will be due **in class on March 13, 2015**. The paper should be *at least eight* typewritten pages - plus an additional title page and References page - and will be worth **25% of the final mark**. Note that **late papers will be subject to penalty (2% per day) and may not be accepted**. The penalty may be waived if the student is able to give a good reason for the lateness.

Paper

This paper should describe the facility visited and evaluate the ways in which a particular type (or types) of exceptional children are managed there -- ie the student should be both descriptive and critical. Your own personal observations would be useful, however the paper should be written in a third-person formal report style.

The following are some of the elements that should be included:

- Who is served and why; referral procedures and criteria; physical layout and surroundings; community coordination; a critique of the facility (ie both positive and negative aspects); etc. In your discussion, it is important to utilize concepts from text, readings, and lecture material. These linkages, along with a thorough discussion of the facility's assessment and treatment techniques will be among the most heavily weighted parts of the paper.

NOTE: "Students must write their paper in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt by using quotation marks where appropriate and by proper referencing such as footnotes and citations. Plagiarism is a major academic offence" (See Scholastic Offence Policy in the Western Academic Calendar)

Note: In Psychology you are expected to follow the American Psychological Society (APA) guidelines for writing and for acknowledgment of sources, and to use APA referencing format. Further information on use of APA style will be given in class. There is also a copy of the APA style manual on reserve in the Brescia library.

Psychology 2041
Schedule of Lectures (2014 - 2015)

Lecture

1. Sept. 5 Introduction to Exceptional Children
2. Sept. 12 Child Development
3. Sept.19 Diagnosis and Assessment
4. Sept. 26 Intervention
5. Oct. 3 Impact on Parents and Family
6. Oct. 10 Intellectual Disabilities
7. Oct. 17 Intellectual Disabilities
8. Oct. 24 Gifted and Talented Children
- Oct. 31 **EXAM 1**
9. Nov.7 Learning Disabilities
10. Nov.14 Learning Disabilities / Attention Deficit Hyperactivity Disorder
11. Nov.21 Speech and Language / Hearing Problems
12. Nov.28 Hearing Problems / Visual Problems
13. Jan. 9 Behavioural and Emotional Disturbance
14. Jan.16 Behavioural and Emotional Disturbance / **Assignment 1 due**
15. Jan.23 Behavioural and Emotional Disturbance
- Jan.30 **EXAM 2**
16. Feb. 6 Pervasive Developmental Disorders
17. Feb.13 Divorce
- Feb.20 **Reading Week -- No Class**
18. Feb.27 Child Abuse
19. Mar. 6 Physical Health Disorders
20. Mar.13 Physical Health Disorders / **Assignment 2 due**
21. Mar.20 Physical Health Disorders
22. Mar.27 Physical Health Disorders
23. April 3 Adopted Children / Other types of families

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2014/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.