



Ed 645 Working with Special Needs Children Spring 2013

Instructor: Dr. Lynn A. Davis/Dr. Alma Fourie

Office: 2107

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Class Dates: May 13 to May 17

Class Location: TBA

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Appointments may be made through email

Course Description

This course will focus on the characteristics and presentation of different types of special needs children. Appropriate practices and techniques for working with individual children's needs will be explored. Other topics include, working with the family and advocacy for services. There will be opportunities to apply learning within your area of practice (Ministry, Education, and Social Agencies).

Course Objectives

- *To introduce the major schools of thought in counselling psychology*
- *To explore contemporary issues that influence the counselling profession*

Required Text/Materials

TBA

Course Topics

- Introduction/Legal Considerations
- Communication disorders
- Sensory Impairments
- Intellectual Disabilities
- Gross and Fine Motor Impairments
- Learning Disabilities
- AD/HD
- Emotional and Behavioural Disorders
- Autism
- Gifted and Talented
- Collaborating with Parents and Families
- Community Services

Course Requirements/Grade Break Down

Exceptionality Project (Two Parts): Topic choice is first come first serve (topics will be evenly divided from Lynn and Alma's topics).

Part I: Exceptionality Information Package (40%)

Choose TWO exceptionalities of interest to explore within your preferred area of practice:

Locate resources and services (would be worthwhile to visit the site). Describe the service and outline the components offered. Include any intake forms, information pamphlets, handouts, lists of training and workshops, accessible funding sources and other family or in-home supports available, as well as any other relevant components. Also, include information specifically pertinent to your area of practice if any.

Part II: Exceptionality Application Paper (60%)

Choose ONE exceptionality of interest within your preferred area of practice:

Provide an overview of the nature and characteristics of the exceptionality, the challenges within your chosen setting, and practices and techniques that could be incorporated to enhance involvement and learning. Make sure to consider all components of your chosen setting.

The paper is to be written in APA format. The paper is to be submitted in Word format to the Instructor via email. These are to be submitted June 18, 2013. Please save the

document as : **PS405 Paper “Your Name”**. Please include your student ID with your paper.

Grade Structure

Percentage:	Letter Grade:	Grade Point Weight:
96-100	A+	4.0
91-95	A	4.0
86-90	A-	3.7
82-85	B+	3.3
75-81	B	3.0
72-74	B-	2.7
68-71	C+	2.3
63-67	C	2.0
60-62	C-	1.7
56-59	D+	1.3
50-55	D	1.0
0-49	F	

Important Notes

Learning and Classroom Etiquette

In the Behavioural Science Department we believe that learning is an active and interactive process, a joint venture between student and teacher and between student and student (i.e., learning is not just “downloading” information from teacher to student). Therefore, it is expected that professors will come to each class prepared to engage students on the topic at hand, giving students the utmost attention and respect. In turn, it is expected that students will take an active role in the learning process. This includes: (a) regular class attendance, (b) reading course material in advance of class, (c) showing up to class on time, and (d) attentively and proactively being “present” at class . Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian ethos of excellence and respect that lies at the heart of the Ambrose educational experience.

It is the responsibility of all students to become familiar with and adhere to academic policies of as are stated in the Student Handbook and Academic Calendar.

Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty / 2013

The last day to voluntarily withdraw from a course or change to audit without academic penalty / 2013

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension." Alternative times for final examinations cannot be scheduled without prior approval. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.

Students are advised to retain this syllabus for their records.