

A black silhouette of the United States map is centered at the top. The letters 'NCRE' are printed in a bold, serif font across the middle of the map.

NCRE

**CURRICULA COLLECTION
2003**

SPECIAL NEEDS POPULATION

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National Clearinghouse
of Rehabilitation Training Materials

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*****Not all contributors are represented in all subjects**

Special Needs Population

Aging

Behavioral Disorders

Chronic Mental Illness and Restoration

Corrections

Head Injury

Learning Disabled

Visual Impairments

Syllabus
AHE 594 - Introduction to Psychiatric Rehabilitation
Fall, 2002

Allen Hume, Ph.D.
206-841-7238 (cell)
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Office Hours By Appointment Only

Required Text for Course

Kaplan, H.I., & Sadock, B.J. (1998). Synopsis of Psychiatry – Behavioral Sciences/Clinical Psychiatry. Maryland: Lippincott, Williams, & Wilkins.

American Psychiatric Association (2000). Diagnostic and Statistical Manual of Mental Disorders, 4th Edition, Text Revision. Washington, D.C.: American Psychiatric Association.

Objectives of Course

Each student will develop an understanding of the categories, assessment, and intervention for major psychiatric illnesses in children, adolescents, and adults. Specific topics that will be discussed include labeling theory, the multi-disabled, assessment of psychopathology, psychiatric rehabilitation, and intervention strategies for both the client and his/her family. Skills that each student will be required to obtain include mental status examinations, DSM-IV-TR 5 Axes Diagnosis, case conceptualization, and intervention planning. An emphasis will be placed on the utilization of current literature and best practice approaches to intervention. Finally, the impact of a major mental illness on the individual and his/her family will be discussed.

Attendance and Participation

Students are expected to attend all scheduled classes, be prepared, and participate in class discussions. A significant portion (100 points) of your grade will be determined by your participation. If you must miss class, please contact your instructor in advance to make arrangements.

Reasonable Accommodation

Western Washington University is committed to equal opportunity and non-discrimination in all programs and activities. Requests for accommodation or assistance should be directed to the Office of Student Life at (360) 650-3844.

Evaluation and Intellectual Honesty

Students will be evaluated by a variety of methods, including performance on graded assignments, class presentation, attendance, preparation, and participation. There are 400 total points. Grades will be determined by calculating the percentage of points you get and distributes as outlined below:

A (96-100)	A- (91-95)	B+ (88-90)	B (84-87)	B- (81-83)	C+ (78-80)
C (74-77)	C- (71-73)	D+ (68-70)	D (64-67)	D- (61-63)	F (60 >)

Intellectual dishonesty will not be tolerated. You will receive a failing grade ("F") for the course if you are caught cheating or utilizing/representing someone else's work as your own. In addition, a note indicating

that you have been intellectually dishonest will be added to your permanent WWU record. There will be no exceptions to this policy.

Course Assignments

Diagnostic Case Studies and Discussion – Throughout the class you will be required to complete diagnostic assessments on a number of case studies for “homework” and discuss them in class. These practice cases will be turned in each week they are assigned and will account for 50% of your overall participation grade. Remember that participation is worth 100 points.

Research Paper – Each student will complete a 5 – 7 page paper on the biological underpinnings of a chosen mental disorder. You should use APA format and a 10 or 12 point font size (Courier, Arial or Times New Roman). In addition to your text, a minimum of 5 articles from refereed journals should be included in your bibliography. Your paper should focus on the biological causes of the chosen mental disorder, assessment of the disorder, and treatment strategies employed by a multi-disciplinary treatment team. Your topic **must** be pre-approved by your instructor. Point value is 100. Your paper is due October 23, 2002.

Case Conference – Each student will be required to do a thorough case conceptualization report and presentation to your classmates. The project should include a DSM-IV-TR 5 Axes Diagnosis, mental status exam findings, developmental history, presentation of the problem, and treatment recommendations. Point value is 100. For students without access to clients, you will be assigned a case study and will be required to complete a role-play interview demonstrating your ability to conduct a mental status exam and history. Your written report is due 12/4/02.

Final Exam – You will be given a take home final exam the last week of class. It will include opportunities to utilize all of the information and skills you have obtained in the course. It will include a number of vignettes for you to analyze. You may use your text, journal articles, internet resources, etc.; however, you must cite the source in your answers. You are expected to work independently on this assignment and will be asked to sign a pledge. Point value is 100. Your final exam is due on 12/11/02.

Calendar of Events

Date	Topic of Class	Reading
9/25/02	Introduction to the Course	
10/2/02	Mental Status Exams Developmental History Multiaxial Assessment	K&S 1, 7 - 9 DSM pp. 1-38
10/9/02	Models Approach to Conceptualization Other Conditions (V Codes) Psychiatric Emergencies	K&S 2, 33 DSM pp. 731-58 & Appendix A
10/16/02	Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence	K&S 36 – 49, 51 DSM pp. 39-134
10/23/02	Cognitive Disorders and Disorders due to General Mental Conditions	K&S 3, 5, 10 DSM pp. 135-90
10/30/02	Substance Related Disorders	K&S 12, 50 DSM pp 191-296
11/6/02	Mood Disorders	K&S 15 DSM pp 345-428
11/13/02	Anxiety Disorders	K&S 16 DSM pp 429-484
11/20/02	Schizophrenia and Psychotic Disorders	K&S 13, 14 DSM pp 297-343
11/27/02	No class – Research and Case Study	
12/2/02	Personality Disorders	K&S 27 DSM pp 685-730
12/11/01	Adjustment, Eating, and Other Disorders	K&S 26, 23 DSM pp 583-595 and 679-683

The instructor reserves the right to make changes to the syllabus, class schedule, and assignments.

Rehab-714 Cognitive Disabilities
Spring 2002

Instructor: David A. Rosenthal, Ph.D, CRC

Room: 231 VR

Phone: 232-2490

Office hours: As posted or by appointment

Class meetings: Thursdays 4:40 - 7:40 in VR 312

Description: The purpose of this course is to provide introductory information on rehabilitation services for individuals with cognitive disabilities in community based settings. Given the fact that people with cognitive disabilities are being integrated into the community at a rapid pace, the material covered in this course is of critical value to those wishing to enter fields of rehabilitation counseling, community mental health counseling and/or psychology. The methods of instruction that will be used in class include lecture, discussion, and small group activities.

Course Objectives:

At the completion of the course, you should be able to:

1. Define and differentiate the various forms of cognitive disabilities.
2. Understand current research in the etiology of cognitive disabilities with particular relevance to rehabilitation programming.
3. Understand basic issues in medication including direct effects and side effects.
4. gain awareness of rehabilitation assessment, planning, and interventions.
5. Understand and identify the role of the family in successful rehabilitation of individuals with cognitive disabilities.
6. Identify vocational issues including job development, employer relations, and employment outcomes for the populations.
7. Identify components and strategies of supported and transitional employment programs for this population.
8. Understand and implement strategies for addressing the culturally diverse needs of individuals with cognitive disabilities including gender and cultural/ethnic minorities.
9. Understand and identify treatment interventions for individuals with dual diagnosis.

Required Materials/Text

Beirne-Smith, M., Patton, J., Ittenbach, R. (1994). Mental Retardation, 4th ed.

Merril Press, Columbus, OH.

Ciardello, J & Bell, M. (1988). Vocational Rehabilitation of Persons with Prolonged Psychiatric Disorders. Johns Hopkins.

Corthell, D. (Trauma) (1990). Traumatic Brain Injury and Vocational Rehabilitation. UW-Stout.

Purpose and content of course

This course will provide a broad background in rehabilitation for persons with Cognitive disabilities.

Course Requirements

Exams

There will be three exams scheduled for this course. Exams will be based on both assigned readings and class discussions.

Research report and presentation

A brief summary of a journal article related to the course and a brief presentation of it in class. Further details will be provided in class.

Reaction Paper

Each student is to read one book - either fiction or non fiction that relates to Cognitive disability. Write a 2 to 4 page typed paper due by 5/4 relating the book to course content. Focus on:

- 1) how the author treated the topic of disability or illness;
- 2) how the book specifically related to course readings and/or lecture material;
- 3) your personal reaction to the book.

Term paper

A 5 to 6 page term paper is due by 4/27. Papers must conform to APA style (4th edition). These term papers should address issues specific to cognitive disability. Examples of acceptable topics include:

- * Psychosocial aspects of Cognitive Disabilities
- * Gender issues and Cognitive Disabilities
- * Sexuality and Cognitive Disabilities
- * Disability policy specific to Cognitive Disabilities as reflected in legislation and social attitudes
- * Media coverage of Cognitive Disabilities

Some possible questions to consider when conducting the literature review for your paper are:

- a. Does the research address the total problem? What are the "gaps" in knowledge? Why? What is not being researched?

- b. Is your sample of articles representative of the literature in general? Or is your sample biased? Does your sample represent the entire literature? If not, how and why did you choose these articles for inclusion?
- c. What professional group is doing the research? Where are they writing?
- d. When did they start investigating this issue and why?
- e. Is there a consensus? Too much consensus? Is the literature redundant?
- f. Any opposing views? By whom?
- g. Is the research of practical value? Theoretical value?
- h. Is research descriptive? Empirical? Anecdotal?
- i. What are your conclusions?

Some hints. Choose your topic carefully so that you are neither overwhelmed with literature, nor faced with a paucity. Start your library research early as articles may have to be ordered from interlibrary.

Attendance:

Due to the fact that we only meet weekly, attendance is expected. After two absences, up to 10 points maximum may be deducted for any missed day.

Students who need course materials in alternative formats are asked to contact the instructor immediately. Reasonable efforts will be made to accommodate your needs.

SUBSTITUTE ASSIGNMENT

Should there be a project of compelling interest to you that you wish to do instead of the assigned papers, please contact me and we shall discuss it.

COURSE EVALUATION

Research paper and presentation	5%
Term paper	25%
Reaction paper - own book	10%
Exams	60% (20% times 3)

Total Points - 100: Each student is required to complete all assignments in order to pass.

Grading Criteria

A = 93-100%
A- = 90-92%
B+ = 87-89%
B = 83-86%
B- = 80-82%
C+ = 77-79%
C = 73-76%
C- = 70-72%
D+ = 67-69%
D = 63-66%
D- = 60-62%
F = Below 60%

Schedule of Topics and Assignments

Course Schedule (Tentative)

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Psychiatric Disability		
1/24	Introduction/Syllabus Psychiatric rehabilitation Defining the population Myths and attitudes Sociological perspectives Treatment trends Historical Treatment	Ch. 1, 2, 3, & 4 (C & B)
1/31	Models of Mental Illness Major Syndromes Neuroscience History/trends in diagnosis Introduction to the DSM-IV	Ch. 1, 2, 3, & 4 (C & B)
2/7	DSM-IV (continued) Schizophrenia Affective Disorders/Depression	Assigned Readings
2/14	Personality Disorders/Anxiety disorders/other	Assigned Readings
2/21	Vocational rehabilitation service delivery managed care and pharmacology	Ch. 5, 6, & 7 (C & B)
2/28	Other disorders - rehabilitation implications, look to the future	

3/7 Exam on Psychiatric disability

Developmental Disabilities

3/14 Developmental disabilities

Defining the population

Myths and attitudes

Sociological perspectives

Treatment trends

Historical Treatment

Ch. 1, & 2

(B, P, & I)

3/21 Etiology, and assessment

Ch. 3 & 4

(B, P, & I)

3/28 Spring Holiday - No Classes

4/4 Educational Services

Rehabilitation services

Ch. 9 (B, P & I)

Ch. 10 (B, P & I)

4/11 Exam on Developmental disability

4/18 Student research presentations

Research papers due

4/25 ADHD and LD

Term papers due

Assigned readings

5/2 Conclude ADHD & LD

Intro - TBI

Reaction papers due

Ch. 1 - 4 (C)

5/9 Conclude TBI

Course evaluation and Wrap up

Final exam time to be announced - the final will not be comprehensive

Research Assignment
Rehab 714
Spring, 2002

The whole purpose of this assignment is to help you become familiar with the current research in the field by reading a few articles that are related to this course. My suggestions for journals to target include:

Psychosocial (Psychiatric) Rehabilitation Journal
Rehabilitation Counseling Bulletin
Journal of Mental Health Counseling
Rehabilitation Education Journal
Rehabilitation Psychology Journal
Journal of Applied Rehabilitation Counseling
Journal of Counseling and Development
American Journal of Psychiatry

These journals are only suggestions. If you find a journal that is of particular interest to you but is not on this list, run it by me before using it.

Scan the existing literature on an area of your choice. After looking through several of these journals (several = at least three), choose at least three articles that are of interest to you and are of relevance to this course. Narrow your choice down to one article and read it carefully. After you have read it, write a one page reaction to the article along with a brief mention of your reaction to this assignment. Provide the reaction page, including your name and a copy of the journal article. You will also be expected to be familiar with the article in order to present your reactions to the class on the specified days. Surprisingly enough, this will be fun.

HEALTH FOUNDATIONS: DISABLING CONDITIONS ASSOCIATED WITH AGING

Calendar Description

This course will facilitate the understanding of the relationships between anatomy and physiology, and disabling conditions associated with aging, in the context of community rehabilitation.

Content/Objectives

- Study of disabling conditions as they relate to the structure and function of the human body.
- Exploration of current research related to the conditions.
- Understanding of relevant practice implications when considering the practical and holistic needs of older clients.

Outcomes/Competencies

- Through online worksheets demonstrates the ability to discuss the anatomical and physiological effects of specific disabilities associated with the aging process and considers how such disabilities may affect the activities of daily living for older adults and those important to them.
- Through chat sessions and the bulletin board demonstrates ability to explore strategies by which research based, pragmatic, socially acceptable and rehabilitation principles that are linked to a knowledge of anatomy and physiology can be implemented for older adults with disabilities within the context of community.

Assignments

Worksheets (4) - each from a different body system including one on Normal Aging.

Bulletin Board - contributions on a regular basis.

Chat sessions - contributions to at least two sessions.

Resources

On-line resources.

Suggested reading list.

Details for current course offerings are available at: www.crd.s.org

**COMMUNITY REHABILITATION PRACTICE FOR
CHILDREN WITH SPECIAL NEEDS AND THEIR FAMILIES**

Calendar Description

Cognitive, social, emotional, sensorimotor, language and communication development and assessment of children with disabilities in the context of their families, school and communities.

Content/Objectives

- Interdisciplinary focus to children's assessments
- Processes of identification, family support, family/professional working relationships
- Social/development play, sensory development, language/communication, cognition and motor development
- Family issues, supports and professional relationships in the community
- Cultural and international perspectives
- Integration of theory, research and practice
- Current research issues (i.e., ADHD, FAS, PDD)

Outcomes/Competencies

- Through case studies students will demonstrate knowledge of assessments and identification of skills in the developmental areas of social, cognitive, language and communication, and sensorimotor functioning
- Through a critical research paper and class presentation students will demonstrate understanding of children with special needs and the critical issues involved in current research
- Through examination students will demonstrate awareness of assessment frameworks (social/play, cognitive, sensory, language/community, motor) including the Transdisciplinary Play-based Assessment.

Assignments

Class presentations and research paper on a disabling condition	40%
Family interview - 5 page report on in-class interview with families.	20%
Multiple choice and short answer exam on The Special Child.	20%
Transdisciplinary Play-based Assessment exam.	20%

Resources

- Pueschel, Siegfried M.; Scola, Patrica S.; Weidenman, Leslie E.; & Bernier, James C. (1997). *The Special Child*. Paul H. Brooks Publishing Co.
- Linder, T.W. (1990). *Transdisciplinary play-based assessment: A functional approach to working with young children*. Toronto: Paul Brookes Publishing Co.

Details for current course offerings are available at: www.crds.org

**COMMUNITY REHABILITATION PRACTICE
AND THE AGING PROCESS**

Calendar Description

Theoretical models, practice frameworks and current research issues related to supporting older persons with disabilities in their communities.

Content/Objectives

- Physical, social and psychological features of aging with a disability.
- Mental health issues in aging.
- Informal supports (i.e. family caregiving) and formal supports (i.e. long-term care, outreach).
- Ethical issues and decision-making.
- Relevant theories (social support theory, systems theory).
- Social policy issues related to aging and disability.

Outcomes/Competencies

- Through case studies students will translate the theory of aging with a disability into practice and understand the experience of aging with a disability from a variety of perspectives.
- Through a critical research paper and class presentation students will demonstrate knowledge of disability and the aging process, identify critical issues and suggest areas for future knowledge building.
- Through an examination students demonstrate an awareness of the physical, social and psychological features of aging with a disability.

Assignments

Class presentation	10%
Critical research paper	30%
Case study	30%
Exam	30%

Resources

Class readings and on-line resources

Details for current course offerings are available at: www.crd.s.org

**INCLUSIVE EDUCATION: ADAPTING
INSTRUCTION IN ELEMENTARY CLASSROOMS**

Calendar Description

A variety of practical strategies for developing meaningful curriculum and instructional methods for children with severe disabilities. The strategies are premised on using the content of typical curricula and are intended for regular classroom teachers.

Content/Objectives

- Inclusive learning strategies.
- Adaptations in Language Arts, Science, Math, Social Studies, Physical Education, Expressive Arts, etc.
- The social learning experience in inclusive classroom and school.
- Innovative methods for fostering peer learning.
- Mediating curriculum adaptations with parents and other school personnel.

Outcomes/Competencies

- Demonstrates the adaptation of the regular curriculum to provide meaningful content for all students.
- Builds strategies that address the learning needs of all students.
- Adapts the social environment of the classroom.
- Implements a variety of peer learning experiences.
- Builds effective collaboration with parents and school personnel.

Assignments

Reflective Journal in light of personal practice	30%
In class presentations.	20%
Adaptation of content area.	50%

Resources

Readings package provided.

Examples of adapted curriculum and learning strategies.

Panel of parents, students, educators.

Details for current course offerings are available at: www.crd.s.org

INCLUSIVE EDUCATION: ADAPTING INSTRUCTION IN SECONDARY CLASSROOMS

Calendar Description

A variety of practical strategies for developing meaningful curriculum and instructional methods for students with severe disabilities. The strategies are premised on collaborative team approaches to planning and implementing programs for student secondary classrooms.

Content/Objectives

- Transition processes, activities and supports needed for success for parents, teachers and other educators.
- Transitions: elementary to junior high, junior high to senior high and senior high to employment or secondary education.
- Inclusive learning strategies.
- Adapting secondary curriculum.
- Social learning experiences in inclusive classrooms.
- Innovative methods for fostering peer support and learning.
- Sharing curriculum strategies with parents and other school personnel.

Outcomes/Competencies

- Facilitates transition processes relevant to age group served.
- Demonstrates the adaptation of the regular curriculum to provide meaningful content for all students.
- Builds strategies that address the learning needs of all students.
- Adapts the social environment of the classroom.
- Implements a variety of peer learning experiences.
- Builds effective collaboration with parents, school personnel, post-secondary education and work.

Assignments

Reflective Journal

- To be reviewed each day with peers. 50%
- Adaptation of content area or paper
To be submitted by _____ to Education Tower Room 413. 50%

Resources

Readings package provided.

Examples of adapted curriculum, learning strategies and transition plans.

Panel of parents and students.

Details for current course offerings are available at: www.crd.s.org

**INCLUSIVE EDUCATION: ADAPTING
INSTRUCTION IN ELEMENTARY CLASSROOMS**

Calendar Description

A variety of practical strategies for developing meaningful curriculum and instructional methods for children with severe disabilities. The strategies are premised on using the content of typical curricula and are intended for regular classroom teachers.

Content/Objectives

- Inclusive learning strategies.
- Adaptations in Language Arts, Science, Math, Social Studies, Physical Education, Expressive Arts, etc.
- The social learning experience in inclusive classroom and school.
- Innovative methods for fostering peer learning.
- Mediating curriculum adaptations with parents and other school personnel.

Outcomes/Competencies

- Demonstrates the adaptation of the regular curriculum to provide meaningful content for all students.
- Builds strategies that address the learning needs of all students.
- Adapts the social environment of the classroom.
- Implements a variety of peer learning experiences.
- Builds effective collaboration with parents and school personnel.

Assignments

Reflective journal in light of personal practice.	30%
In class presentations.	20%
Adaptation of content area.	50%

Resources

Readings package provided.

Examples of adapted curriculum and learning strategies.

Panel of parents, students, educators.

Details for current course offerings are available at: www.crd.s.org

INCLUSIVE EDUCATION: ADAPTING INSTRUCTION IN SECONDARY CLASSROOMS

Calendar Description

A variety of practical strategies for developing meaningful curriculum and instructional methods for students with severe disabilities. The strategies are premised on collaborative team approaches to planning and implementing programs for students in secondary classrooms.

Content/Objectives

- Transition processes, activities and supports needed for success for parents, teachers and other educators.
- Transitions: elementary to junior high, junior high to senior high and senior high to employment or secondary education.
- Inclusive learning strategies.
- Adapting secondary curriculum.
- Social learning experiences in inclusive classrooms.
- Innovative methods for fostering peer support and learning.
- Sharing curriculum strategies with parents and other school personnel.

Outcomes/Competencies

- Facilitates transition processes relevant to age group served.
- Demonstrates the adaptation of the regular curriculum to provide meaningful content for all students.
- Builds strategies that address the learning needs of all students.
- Adapts the social environment of the classroom.
- Implements a variety of peer learning experiences.
- Builds effective collaboration with parents, school personnel, post-secondary education and work.

Assignments

Reflective Journal

- To be reviewed each day with peers. 50%

Adaptation of content area or paper

To be submitted by August 14, 1998 to Education Tower Room 413. 50%

Resources

Readings package provided.

Examples of adapted curriculum, learning strategies and transition plans.

Panel of parents and students.

Details for current course offerings are available at: www.crd.s.org

**INCLUSIVE EDUCATION: ADDRESSING
CHALLENGING BEHAVIOURS IN THE CLASSROOM**

Calendar Description

This course will examine the participant's belief systems about challenging behaviour. Participants will be offered opportunities to learn about successful strategies for supporting difficult students within a classroom setting.

Content/Objectives

- Values and beliefs about challenging behaviors.
- Ways to think about behavior within the situational context.
- Dealing with conflict, bullying and anger.
- Positive approaches to difficult situations.

Outcomes/Competencies

- Know how to support students to manage stressors in the learning environment.
- Know how to collaborate to build consistency for students.
- Know how to build social skills within a classroom setting.

Assignments

In-class presentations and self-learning contract	40%
Case conferences/group projects	50%
Final project	10%

Resources

Readings and discussion groups.

Details for current course offerings are available at: www.crd.s.org

Calendar Description

Each year a topic is negotiated with the education sector in partnership with provincial advocacy organizations.

Content/Objectives

- Ethics and resource allocation.
- Ethic of caring and quality education.
- Accountability and leadership.
- Shared ethics and conflicts of interest.
- Legislative implications and social policy directives.
- Leadership of inclusive schools and school systems.
- Corporatization and educational partnerships.

Outcomes/Competencies

- Evaluates and discusses current issues.
- Analyzes policy documents and archival materials.
- Participates in examining decisions made in contested cases.
- Participates in creating shared visions of future options in public education.

Assignments

Reflective journals in light of personal practice.	30%
In class presentations.	20%
Case study presentation of issues and policies.	50%

Resources

Multimedia packages including readings and case study videos.

Current texts.

Details for current course offerings are available at: www.crd.s.org

**INCLUSIVE EDUCATION: ADAPTING
CURRICULUM IN SCHOOLS K-12**

Calendar Description

A variety of practical strategies for developing meaningful curriculum and instructional methods for students with severe disabilities. The strategies are premised on using the content of typical community collaborative team approaches to planning and implementing programs for students.

Content/Objectives

- Transition processes, activities and supports needed for success for parents, teachers and other educators.
- Transitions: elementary to junior high, junior high to senior high and senior high to employment or secondary education.
- Inclusive learning strategies.
- Adapting curriculum. (Language Arts, Science, Math, Social Studies, etc.)
- Social learning experiences in inclusive classrooms and schools.

Outcomes/Competencies

- Facilitates transition processes relevant to age group served.
- Demonstrates the adaptation of the regular curriculum to provide meaningful content for all students.
- Builds strategies that address the learning needs of all students.
- Adapts the social environment of the classroom.
- Implements a variety of peer learning experiences.
- Builds effective collaboration with parents, school personnel, post-secondary education and work.

Assignments

Active class participation	10%
Journal	10%
Literature Review	20%
Group project	30%
Term paper	30%

Resources

Readings package provided.

Examples of adapted curriculum, learning strategies and transition plans.

Panel of parents and students.

Details for current course offerings are available at: www.crd.s.org

**COMMUNITY REHABILITATION PRACTICE
AND THE AGING PROCESS**

Calendar Description

In-depth study of theory and practice in Community Rehabilitation domains. Course content delivered in work-study model.

Content/Objectives

- Physical, social and psychological features of aging and their interaction with disabilities.
- Models of aging. Distinction between normal, "successful", and pathological aging.
- Interaction between social, biological, economic, physical environmental, and aging.
- Coping, social support and aging.
- Ethical issues related to aging and disability. For example autonomy, competency and advanced care directive.

Outcomes/Competencies

- Makes decisions based on the knowledge of physical, social and psychological effects of aging and distinguishes between successful and pathological aging.
- Identifies ethical issues related to disability and aging.
- Translates the theory of stress, coping and social support in aging and disability into practice.

Assignments

Written assignment and presentation	50%
Research seminar	50%

Resources

Trieschmann, R. (1987). *Aging with disability*. New York: Demos Publications.

On-line and suggested reference lists.

Details for current course offerings are available at: www.crd.s.org

**INCLUSIVE EDUCATION: ADAPTING
CURRICULUM IN SCHOOLS K-12**

Calendar Description

A variety of practical strategies for developing meaningful curriculum and instructional methods for students with severe disabilities. The strategies are premised on using the content of typical community collaborative team approaches to planning and implementing programs for students.

Content/Objectives

- Transition processes, activities and supports needed for success for parents, teachers and other educators.
- Transitions: elementary to junior high, junior high to senior high and senior high to employment or secondary education.
- Inclusive learning strategies.
- Adapting curriculum. (Language Arts, Science, Math, Social Studies, etc.)
- Social learning experiences in inclusive classrooms and schools.

Outcomes/Competencies

- Facilitates transition processes relevant to age group served.
- Demonstrates the adaptation of the regular curriculum to provide meaningful content for all students.
- Builds strategies that address the learning needs of all students.
- Adapts the social environment of the classroom.
- Implements a variety of peer learning experiences.
- Builds effective collaboration with parents, school personnel, post-secondary education and work.

Assignments

Active class participation	20%
Journal	20%
Group project	30%
Term paper	30%

Resources

Readings package provided.

Examples of adapted curriculum, learning strategies and transition plans.

Panel of parents and students.

Details for current course offerings are available at: www.crd.s.org

**INCLUSIVE EDUCATION: ADDRESSING CHALLENGING
BEHAVIOURS IN THE CLASSROOM**

Calendar Description

This course will examine the participant's belief systems about challenging behaviour. Participants will be offered opportunities to learn about successful strategies for supporting difficult students within a classroom setting.

Content/Objectives

- Values and beliefs about challenging behaviors.
- Ways to think about behavior within the situational context.
- Dealing with conflict, bullying and anger.
- Positive approaches to difficult situations.

Outcomes/Competencies

- Know how to support students to manage stressors in the learning environment.
- Know how to collaborate to build consistency for students.
- Know how to build social skills within a classroom setting.

Assignments

Self evaluation	50%
Behavior Plan	25%
Paper	25%

Resources

Readings and discussion groups.

Details for current course offerings are available at: www.crd.s.org