

University  
of Regina



COURSE OUTLINE

EPSY 400

WORKING WITH DIFFERENCE AND DIVERSITY

39 HOURS  
3 CREDITS

PREPARED BY: \_\_\_\_\_  
Carrie-Lyn Robinson, Instructor

DATE: December, 2017

APPROVED BY: \_\_\_\_\_  
Andrew Richardson, Dean

DATE: December, 2017

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)

**YUKON COLLEGE**

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Course Outline prepared by C. Robinson, December, 2017

Yukon College  
P.O. Box 2799  
Whitehorse, YT  
Y1A 5K4

WORKING WITH DIFFERENCE AND DIVERSITY

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INSTRUCTOR: Carrie-Lyn Robinson	OFFICE HOURS: By Appointment
OFFICE LOCATION: A2007	CLASSROOM: t.b.a.
E-MAIL: <a href="mailto:crobinson@yukoncollege.yk.ca">crobinson@yukoncollege.yk.ca</a>	TIME: Mondays, 9 am - Noon
TELEPHONE: 668.8749	DATES: January 9-April 7 <sup>th</sup> , 2017

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**COURSE DESCRIPTION**

Understanding the construct of “disability” through the writings of people with disabilities and their use of self-accounts to develop a cultural understanding of disability. This course concentrates on methods of working with students whose performance differs from the established norm.

**PREREQUISITES**

Successful completion of Pre-Internship (EFLD 305).

One of EFLD 400, 402, 405, 407, 409, 411 or status as a secondary minor in Special Education.

**EQUIVALENCY OR TRANSFERABILITY**

EPSY 322 is equivalent to EPSY 400 and students will not receive credit for both.

**LEARNING OUTCOMES**

Upon the completion of the course, students will have:

- Develop an understanding of the construct of disability through the writings of people with disabilities and use these self-accounts to develop a cultural understanding of disability.
- Develop an understanding of the principle of inclusive education and the role of

the classroom teacher.

- Develop an awareness that students with disabilities must be approached from an individualized perspective.
- Develop knowledge of informal assessment and instructional strategies currently recognized as best practices for inclusive education for students with specific needs including a range of identified disabilities and exceptionalities.
- Examined and evaluated current personal and professional perspectives about disability based on exposure to new perspectives on disabilities
- Developed practices for working collaboratively with teachers to meet the needs of students who have specific needs
- Develop a list of professional and community resources related to a specific learning need.

#### DELIVERY METHODS

- Lecture
- Group work
- Interviews/Field trip (must have the ability to get to the in-town locations)
- Guest speakers
- Reflection

#### COURSE REQUIREMENTS, ASSESSMENT AND EVALUATION

Attendance and participation will be considered at the instructor's discretion. If you miss more than one 3 hour class, without a doctor's note, this will be taken into account with your final mark. Attendance will be taken. 15%

Four Assignments:

- Reflective Journal Assignment 20%
- Teacher Team Meeting Assignment 20%
- Inclusive Teacher Resource Assignment & presentations of Inclusive Teacher Resource Assignment 25%

- Student Voice Assignment

20%

TOTAL 100%

**NOTE: There is no mid-term and no final exam with this course.**

#### REQUIRED RESOURCES, TEXTBOOK AND READINGS

1. Hutchinson, N. (2017). Inclusion of Exceptional Learners in Canadian Schools: A practical handbook for teachers (5<sup>th</sup> edition). Toronto: Pearson Education.
2. Mobile Device (Tablet or Laptop) and access to Internet and WiFi.

#### Case Studies Texts:

1. Coots, J.J., & Stout, K. (2006). Critical reflections about students with special needs: stories from the classroom. Boston: Pearson.
2. Danforth, S., & Boyle, J.R. (2006). Cases in behaviour management. Upper Saddle River, NJ: Merrill/Prentice Hall.
3. Goor, M. & Santos, K. (2001). To think like a teacher: cases for special education interns and novice teachers. Toronto: Allyn and Bacon.
4. Halmhuber, N., & Beauvais, K. (2001). Case studies about children and adolescents with special needs. Toronto: Allyn and Bacon.

#### Research with Journals:

Library research for journal articles:

1. Go to <http://www.uregina.ca/library>
2. Indexes/Databases by Subject
3. Select Education
4. Select ProQuest, Education Complete, ERIC OR another educational database
5. Follow the instructions and prompts
6. Enter search terms (or talk to the local librarian for guidance)

Relevant Journals that are available from the UofR online library (just a start):

1. Intervention in School and Clinic
2. Teaching Exceptional Children
3. The Reading Teacher
4. Focus on Exceptional Children

5. Psychology in the Schools
6. School Psychology Review
7. Remedial and Special Education
8. Learning Disability Quarterly
9. Journal of Learning Disabilities
10. Research in Developmental Disabilities
11. The Journal of Special Education
12. Topics in Early Childhood Special Education
13. Behavioural Disorders

### **Responsibility for Learning Environment**

A YNTEP student's attitude and behavior must be consistent with their own status as a professional teacher in training. Students are required to know and follow the University of Regina 'Harassment and Respectful University Policies', Saskatchewan Teacher Federation's Code of Ethics, Yukon Teachers Association's 'Code of Ethics' and the Yukon College 'Code of Ethics'. See the YNTEP student handbook for more details.

### **Cell Phone Use / Social Networking**

Cell phones must be turned off during class time. If laptops / tablets are being used for class notes, social networking applications / platforms / sites (facebook, twitter, etc.) should not be accessed. Any recordings and photos must have prior instructor approval.

### **ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Regulations web page.

### **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.) Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of

zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## **CHEATING**

Cheating includes, but is not limited to dishonest or attempted dishonest conduct at exams, in which books, notes, diagrams or other aides not authorized by the examiner are used. It includes communication with others to obtain information, copying from the work of others, and purposely exposing or conveying information to other students who are taking exams.

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca). The LAC staff assists the student in communicating accommodations that are needed to support student success.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon. The YNTEP meets the requirements of YFN Core Competency.

## **OTHER STUDENT SUPPORTS**

Supports are available to students in the areas of academic assistance, access to computers and technology, personal counselling services and provides further information on childcare, scholarships and many other areas as well. For further information, visit the Student Services website: [https://www.yukoncollege.yk.ca/student\\_info](https://www.yukoncollege.yk.ca/student_info)

Date & Class	Readings	Assignment due dates/ guest speakers
January 9	Course assignments and overview, working with difference and diversity	
January 16	Chapter 1&2: The Teacher's Role	
January 23	Ch. 3: Exceptional Students - Learning and Behaviour; Ch. 4: Exceptional Students - Intellectual Disabilities and Autism	Journal #1 due
January 30	Ch. 5 Many voices: Inclusion of Culturally diverse students; Ch. 6 Unique needs of students at risk.	Teacher Team Meeting - bring documentation
February 6	Chapter 7: Climate, Community, and Classroom Management for Student Well-being	Teacher Team Meeting bring documentation  Journal #2 due
February 13	Self-Regulation and Positive School Plans	Stacey Bernard, Education School Psychologist Department of Education
<b>Reading Week &amp; Rendezvous</b>	NO CLASSES YC closed for Rendezvous	February 20-23 February 24
February 27	Chapter 9: Assessment & IEP Development	Sharon Davis, Ed. Psych. Department of Education
March 6	Chapter 8: Using Universal Design for Learning and Differentiated Instruction	Teacher Team Meeting Assignment due
March 13	Student social world and social relations Select readings from Ch. 10 and 11 in class.	Journal #3 Due
March 20	Catch up Class	Student Voice Assignment Due
March 27	1. 2. 3. 4.	Presentations
April 3	1. 2. 3. 4.	Inclusive Teacher Resource Assignment Due for all & Presentations

**DRAFT - A GUIDELINE FOR THE TERM,  
DUE DATES ARE FIRM**

## Topics for Education Research Action

What are you interested in learning more about? Here are some suggestions. If you have already written a paper on the topic, please choose another area of interest.

- FASD
- ADHD/ADD
- Autism, Asperger's, the Spectrum
- Mental Health Challenges: anxiety, depression, emotional and behavioural challenges, child abuse
- Homelessness—"Couch Surfing"
- Preparing for Life transitions from school to adulthood in Whitehorse or in the rural setting
- Individual Education Plans (IEPs) and the roles of the E.A. and Teacher
- Advocacy Roles: parents, teachers, community
- Gifted or Developmentally Advanced students
- Yukon Community/Rural Resources - Where is the Yukon lacking in resources? How are community needs met?
- Self-Regulation and Mindfulness in Public Schools
- Positive Schools Programming

Any others?

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## Whitehorse Resources

Resources in Town	Telephone	Address
Child Development Centre (CDC)	456-8132	1000 Lewes Blvd.
Child Abuse Treatment Services (CATS)		Is it still operating?
Challenge - Disability Resource Group	668-4421	
Teegatha'oh Zheh		311 Ray Street <a href="http://www.teegathaohzheh.org">www.teegathaohzheh.org</a>
Learning Disabilities Association of Yukon (LDAY)	668-5167	108 Copper Road <a href="mailto:ldayoffice@northwestel.net">ldayoffice@northwestel.net</a>
Autism Yukon	667-6406	108 Copper Road
FAS Society of Yukon (FASSY)	393-4948	
Mental Health Services (MHS) #4 Hospital Rd.	667-8346	