



SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

SEMESTER

COURSE CODE PSY3141A

COURSE TITLE PSYCHOLOGY OF SPECIAL NEEDS

CREDIT : 3 UNITS

VENUE :

CONTACTS

CONSULTATION

COURSE DESCRIPTION

LINK TO THE UNIVERSITY WIDE MISSION STATEMENT OUTCOMES

The course PSY3143: Psychology of special needs is directly linked to the University Mission outcomes of higher order Thinking, Preparedness for career and Global Understanding with a multicultural perspective and transformational leadership.

LINK TO THE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES STATEMENT OUTCOMES

This course is directly linked to the mission of the school of Arts and sciences which is to provide an enabling learning environment through quality programs where undergraduate and graduate students acquire knowledge, skills, positive attitudes, values and desirable behavior. Further the School of Arts and Sciences is committed to promoting the generation and dissemination of knowledge in order to create a better world.

LINK TO PROGRAM OUTCOMES

The psychology program is designed to provide students with the necessary background to pursue a variety of professional careers within and related to the field. The following are the expected learning outcomes:

PROGRAM LEARNING OUTCOMES

- Identify and describe the major approaches of the psychology of special needs in particular the educational, the clinical and ecological perspectives
- Distinguish the different types of special needs.
- Understand how special needs are assessed and managed.
- Appreciate the factors that cause disability.
- Integrate and implement psychological knowledge, skills and values in learning pursuits in all settings with special needs
- Understand that special needs people have normal needs
- Appreciate the concept of inclusivity and zero rejection

COURSE REQUIREMENTS AND ASSESSMENT

Attendance will be taken and, as per the University regulations, eight (8) absences will earn you an automatic F grade. Every two (2) absences will earn you a negative point in your participation points. It is in your best interest to attend all classes; there exists a correlation between class attendance and marks earned by students. To do well in this course, you must strive to master the material covered in both the readings and the lectures. You are thus expected to keep up with the reading assignments and also encouraged to consult the many other sources of information available in the University Library that are relevant to the subject matter of this course. All students are encouraged to participate in lectures as well as discussion sessions; these are critical for learning.

To pass this course, you must complete three written assignments, a mid-term examination and a final examination. The instructor reserves the right to administer impromptu quizzes, as he may deem necessary. These will go towards your grade point. Students bear sole responsibility for any announcements made during class. All cell phones must be turned off during class. No electronic devices will be allowed during tests/quizzes and exams.

There will be one in class midterm and a final exam. The final exam will be a comprehensive one spanning all topics covered by the course. Therefore, it will carry more weight than the midterm. Absolutely no make-up testing will be allowed. Consistent with University regulations, students experiencing any difficulties must consult the office of the Dean of the School of Arts and Sciences.

COURSE CONTENT

WEEK 1: INTRODUCTION AND COURSE OVERVIEW

OBJECTIVES

- Introduction

- Describe the exceptional child
- Explore perspectives of exceptional persons

LECTURE ONE: OVERVIEW OF THE COURSE

- Course Outline
- Teaching methodology
- Course over view

LECTURE TWO: INTRODUCTION TO THE PSYCHOLOGY OF SPECIAL NEEDS

- Exceptional persons and special needs
- Perspectives of the psychology of exceptional persons
- Individual differences
- Developmental profiles and the special place of the family

COURSE TEXT READING

Kirk, S. A., Gallagher J.J., Ruth, M., Coleman, & Anastasiow (2015) Educating Exceptional children (14th edition) Wadsworth: Cengage Learning chapter 1

WEEK 2: EXCEPTIONAL PERSONS AND THEIR ENVIROMENT

OBJECTIVES

1. Explain the role of schools
2. Describe the role of courts
3. Explain early childhood programs
4. Examine the relationship between the exceptional child and the school

LECTURE ONE

- Exceptional children and the education system
- Exceptional children and the role of courts

LECTURE TWO

- Early childhood programs
- The exceptional child and the school
- Assessment classification and labelling

COURSE TEXT READING

Kirk, S. A., Gallagher J.J., Ruth, M., Coleman, & Anastasiow (2015) Educating Exceptional children (14th edition) Wadsworth: Cengage Learning chapter 2

WEEK THREE: PERSONS WHO ARE GIFTED AND TALENTED

OBJECTIVES

1. Describe the concept of giftedness and talented
2. Trace Developmental profiles of the gifted and talented
3. Explain gifted with handicap
4. Understand the education of the gifted and talented

LECTURE ONE: GIFTED AND TALENTED CHILDREN

- Definitions of the gifted and talented
- Developmental profiles of the gifted
- Culturally different gifted persons
- Gifted with handicap

LECTURE TWO: PREDICTORS OF GIFTEDNESS AND TALENTED

- Factors contributing to giftedness
- Education adaptations
- Skills and competencies

COURSE TEXT READING

Kirk, S. A., Gallagher J.J., Ruth, M., Coleman, & Anastasiow (2015) Educating Exceptional children (14th edition) Wadsworth: Cengage Learning chapter 3

WEEK FOUR: PERSONS WITH MENTAL RETARDATION

OBJECTIVES

1. To explain mental retardation
2. Assess mentally challenged persons
3. Understand antecedents of mental retardation
4. Explore preventive measures

LECTURE ONE: MENTAL RETARDATION

- Definition and preference
- classification
- characteristics of mentally retarded persons
- Predictors of mental retardation
- Preventive measures

LECTURE TWO: EDUCATING MENTALLY REDTARDED

- Educating mentally retarded
- Employment opportunities

COURSE TEXT READING

Kirk, S. A., Gallagher J.J., Ruth, M., Coleman, & Anastasiow (2015) Educating Exceptional children (14th edition) Wadsworth: Cengage Learning chapter 4

WEEK FIVE: PERSONS WITH LEARNING DISABILITIES

OBJECTIVES

1. To describe persons with learning disabilities
2. Discuss the causes of learning disability
3. Understand the education of persons with learning disability

LECTURE ONE: LEARNING DISABILITY

- Classification and characteristics
- Prevalence

LECTURE TWO: ADAPTATIONS

- Causes and contributory factors
- Diagnosis
- Education adaptations

COURSE TEXT READING

Kirk, S. A., Gallagher J.J., Ruth, M., Coleman, & Anastasiow (2015) Educating Exceptional children (14th edition) Wadsworth: Cengage Learning chapter 5

WEEK SIX: PERSONS WITH COMMUNICATION DISORDERS

OBJECTIVES

1. Understand the concept of Communication disorders
2. Classify communication disorders
3. Describe developmental profiles of communication disorders
4. Discuss the predictive factors of communication disorders
5. To explain the adaptations and education of persons with communication disorders

LECTURE ONE: DEFINITION AND CLASSIFICATION

- Classification of communication disorders
- Developmental profiles
- Language and culture

LECTURE TWO: PREDICTORS AND ADAPTATIONS

- Assessments
- Causes of communication disorders
- Education adaptations

COURSE TEXT READING

Kirk, S. A., Gallagher J.J., Ruth, M., Coleman, & Anastasiow (2015) Educating Exceptional children (14th edition) Wadsworth: Cengage Learning chapter 6

WEEK 7 MID TERM EXAMINATIONS

WEEK EIGHT: PERSONS WITH HEARING IMPAIRMENTS

OBJECTIVES

1. To explain the behavior of people with hearing impairments
2. Describe types of hearing loss
3. To explain the predictors of hearing loss

4. To describe education and adaptations of persons with hearing loss

LECTURE ONE

- Define hearing loss
- Discuss types of hearing loss
- Discuss the predictors of hearing loss

LECTURE TWO

- Outcomes of hearing loss
- Trace the education and adaptations of persons with hearing loss

COURSE TEXT READING

Kirk, S. A., Gallagher J.J., Ruth, M., Coleman, & Anastasiow (2015) Educating Exceptional children (14th edition) Wadsworth: Cengage Learning chapter 7

WEEK NINE: PERSONS WITH VISUAL IMPAIRMENTS

OBJECTIVES

1. Explain the behavior of persons with visual impairments
2. Explain the antecedents and outcomes of visual impairment
3. Describe the educational and related interventions

LECTURE ONE & TWO

- Explain visual interpretation and the human eye
- Discuss causes of visual impairment
- Explain outcomes
- Explain educational and related interventions

COURSE TEXT READING

Kirk, S. A., Gallagher J.J., Ruth, M., Coleman, & Anastasiow (2015) Educating Exceptional children (14th edition) Wadsworth: Cengage Learning chapter 8

WEEK TEN: CHILDREN WITH BEHAVIOUR PROBLEMS

OBJECTIVES

- Discuss problem behavior issues in children
- Classification and characteristics
- Understand the causes of problem behavior in children

LECTURE ONE: DEFINITION AND CLASSIFICATION

- Definitions
- Classification of conduct disorders

LECTURE TWO

- Educational adaptations and related interventions

COURSE TEXT READING

Kirk, S. A., Gallagher J.J., Ruth, M., Coleman, & Anastasiow (2015) Educating Exceptional children (14th edition) Wadsworth: Cengage Learning chapter 9

WEEK ELEVEN: PERSONS WITH SEVERE HANDICAPS

OBJECTIVES

1. Describe person with severe handicaps
2. Discuss the classification and characteristics of persons with severe handicaps
3. Understand education and other interventions

LECTURE ONE: CLASSIFICATION AND DIAGNOSIS

- Definitions
- Identification
- Early intervention
- Major dimensions: cerebral palsy, and autism

LECTURE TWO

- Educational interventions and adaptations
- Adulthood and lifespan issues

TEXT READING

Kirk, S. A., Gallagher J.J., Ruth, M., Coleman, & Anastasiow (2015) Educating Exceptional children (14th edition) Wadsworth: Cengage Learning chapter 10

WEEK TWELVE: PERSONS WITH PHYSICAL DISABILITY

OBJECTIVES

1. Describe physical disability
2. Classify persons with physical disability
3. Explore choices and adaptations of person with physical disability

LECTURE ONE & TWO: CLASSIFICATION AND CHARACTERISTICS

- Classification: Persons with paralysis
- Adaptations and career choices
- Group Presentations

COURSE TEXT READING

Kirk, S. A., Gallagher J.J., Ruth, M., Coleman, & Anastasiow (2015) Educating Exceptional children (14th edition) Wadsworth: Cengage Learning chapter 12

WEEK 13: REVISION AND PRESENTATIONS

WEEK14: FINAL EXAMINATION

TEACHING METHODOLOGY

- Course text readings
- Handouts
- Individual presentations
- Group presentation
- Assignments

COURSE TEXT

Kirk, S. A., Gallagher J.J., Ruth, M., Coleman, & Anastasiow (2015) Educating Exceptional children (14th edition) Wadsworth: Cengage Learning

COURSE EVALUATION

Attendance and course evaluation	5%
ASSIGNMENT ONE	10%
ASSIGNMENT TWO	10%
ASSIGNMENT THREE	10%
TERM PAPER	15%
MID TERM EXAMINATION	20%
FINAL EXAMINATION	30%
TOTAL	100%

GRADING

90 - 100 A	80 - 83 B	70 -73 C	62 - 63 D
87 - 89 A-	77 - 79 B-	67 - 69 C-	60 - 61 D-
84 - 86 B+	74 - 76 C+	64 - 66 D+	59 & below F