

PSY442Y5Y - Practicum in Exceptionality in Human Learning

Thursday 1:00pm – 5:00pm

Room Location: IB 395 (Instructional Building)

Contact Information

Instructor:

Dr. Stuart Kamenetsky

Room: Deerfield Hall Room 4006

Phone: 905-828-3958

e-mail: stuart.kamenetsky@utoronto.ca

Teaching Assistant:

Stephanie Buono

e-mail: stephanie.buono@mail.utoronto.ca

Office hours: by appointment

Office hours: Mon 10-12; Tue 2-4; Thu 10-12

Course Description

In this course, we attempt to provide students with psychological and societal perspectives on disability by means of:

- Readings
- Class discussions
- Presentations from people with disabilities, family members, and professionals in the field
- Field trips
- Field placements

Field Placements: Each student is placed in an approved field setting in the community. Students work in the setting at least 40 hours per term during weeks in which classes are in session (i.e., excluding exam periods, reading week). Time missed due to illness or other factors (e.g., inaccessibility of the placement) must be made up at other times. Students will be asked to meet with the course instructor to discuss their experience in their field placement. Details about placement requirements are provided in the Field Placement Manual.

Completion of the course requires a minimum evaluation of “good” in the field placement. STUDENTS WHO MUST BE REMOVED FROM THEIR PLACEMENT DUE TO ANY FORM OF UNPROFESSIONAL CONDUCT WILL BE WITHDRAWN FROM THE COURSE IMMEDIATELY.

Reading Material

Books:

1. Biderman, B. (2016). *Wired for sound*, 2nd Edition.
2. Hardman, M.L., Drew, C.J., & Egan, M.W. (2016). *Human Exceptionality: School, Community, and Family*, 12th Edition. Cengage Learning.
3. Marks, D. (1999). *Disability: Controversial debates and psychosocial perspectives*.
4. Murphy, R.F. (2001). *The body silent: The Different World of the Disabled*. New York: WW Norton

Articles:

1. Spindel, A., Kamenetsky, S., Waxman, E., & Danish, K. (2015, July) *The Accessibility for Ontarians with Disabilities Act - Advocacy and Implementation*. Paper presented at the 6th International Conference on Disabilities – Unity & Diversity in Action, Tel Aviv, Israel.
(https://www.marchofdimes.ca/EN/advocacy/2011elections/Documents/Accessibility_for_Ontarians_with_Disabilities_Act_paper.pdf)

2. Elkin, F.W. (1980) Rethinking "Bill 82": A Critical Examination of Mandatory Special Education Legislation in Ontario. *Ottawa Law Review* 14:314.
3. Dimakos, C., Kamenetsky, S., Condeluci, A., Curran, J., Flaherty, P., Fromknecht, J., Howard, M., & Williams, J. (2016). Somewhere to live, something to do, someone to love: Examining levels and sources of social capital among people with disabilities. *Canadian Journal of Disability Studies* 5(4).
4. Cheng, Mariah Mantsun and Udry, J. Richard (2002): Sexual behaviors of physically disabled adolescents in the United States. *J Adolesc Health*. 2002 Jul;31(1):48-58.
5. Cheng, Mariah Mantsun and Udry, J. Richard (2005): Sexual experiences of adolescents with low cognitive abilities in the U.S. *Journal of Developmental and Physical Disabilities*, Volume 17, Issue 2, pp. 155 – 172.
6. O'Brien, Mark (1990): On seeing a sexual surrogate. *The Sun*.
7. Dolnick, Edward (1993): Deafness as Culture. *The Atlantic Monthly*; 272, 3; pg. 37
8. Kamenetsky, S., Dimakos, C., Aslemand, A., Saleh, A., & Ali, S. (2016). Eliciting help without pity: The effects of changing media images on perceptions of disability. *Journal of Social Work in Disability & Rehabilitation* 15(1): 1-21.

Course Evaluation

	Date	Value
Test 1	October 18, 2018	12 %
Test 2	November 29, 2018	12 %
Test 3	February 14, 2019	12 %
Test 4	April, 2019 Exam Period - Take Home	20 %
Position paper 1	November 8, 2018	6 %
Position paper 2	January 17, 2019	6 %
Position paper 3	March 7, 2019	6 %
Position paper 4	Apr 4, 2019	6 %
Participation	Class discussion/submission and quality of weekly thought questions/placement evaluation	20 %

Weekly Submission: Students must submit reflections on the previous class with special focus on guest speaker presentations, and a brief summaries and thought questions based on the assigned readings for the upcoming class. Submissions should be made by email no later than 5 pm on Tuesdays.

Position Papers: Students must submit one position paper (5 pages, double-spaced) in the Fall session and three in the Winter session. Each of these papers should address a controversial issue of relevance to the student's general placement domain (e.g., visual impairment, developmental delay, Autism, etc.). Ideas for these assignments must be drawn from placement experiences. These papers are meant to be original in their focus or treatment of issues. They will be evaluated on the basis of the coherence of the thesis and arguments presented, and the extent of support provided based upon actual placement observations and experiences. Students have the opportunity to revise and resubmit their first paper and are encouraged at all points to seek advice from the Course Instructor and Teaching Assistant.

Participation: Weekly classes are a critical part of this course. Attendance is mandatory for the full class time. Absence due to illness or emergencies should be reported to the Course Instructor. Students will be penalized for unauthorized absences from class (including field trips).

Course Webpage

The website associated with this course is accessible via <http://q.utoronto.ca>

Note: You don't need to create a new login for Quercus; it already knows who you are. You just need your UTORid and password. This is the same login that gets you onto the wireless network with your laptop, and the same one that you use to check your email. If you're confused about your UTORid or don't remember your password, go to:

<https://www.utorid.utoronto.ca/>

In order to access course material, monitor course information, and view your grades you must log into Quercus. If you have any general questions regarding Quercus, please visit the following help site:

<https://q.utoronto.ca/courses/46670/pages/student-quercus-guide>

IMPORTANT COURSE POLICIES **PLEASE READ**

Missed Test Special Consideration Request Process

Students who miss a test due to circumstances beyond their control (e.g. illness or an accident) can request that the Department grant them special consideration. Students must present their case to the Department (NOT the Instructor) by submitting a request via the online Special Consideration Request form at:

<https://utmapp.utm.utoronto.ca/SpecialRequest>.

Students are to submit original supporting documentation (e.g., medical certificates, accident reports, etc.) to the Psychology Academic Counselor or drop it in the drop box located outside the Psychology office, Deerfield Hall, 4th Floor. Students have up-to one week from the date of the missed test to submit request. Late submissions will NOT be considered without a letter of explanation specifying and documenting the reasons for the lateness.

Medical certificates or physician's notes must be completed by the Physician and MUST include the statement "This Student [name] was unable to write the test on [date(s)] for medical reasons". This documentation must show that the physician was consulted within one the day of the missed term test. A statement merely acknowledging a report of illness made by the student to the physician is NOT acceptable. For further information on this procedure please see: <http://www.utm.utoronto.ca/psychology/undergraduate-studies/missed-tests/late-submissions>

If you missed your test/assignment deadline for a reason connected to your registered disability, please be advised that the department will accept documentation supplied by the UTM AccessAbility Resource Centre.

IMPORTANT: The Department of Psychology verifies the authenticity of medical certificates by contacting medical offices. Students are NOT to make any changes or alteration to completed medical certificates. Students who submit forged or altered documentation are subject to severe academic penalties.

If your request is approved by the department, a make-up test will be offered. You will receive an email when a make-up date has been arranged. The department will try to give 2-3 days notice of make-up date, however this is sometimes not possible. Be prepared for the make-up.

Extension of Time Special Consideration Request Process

Students who seek to be granted more time to complete their term work beyond the due date without penalty, owing to circumstances beyond their control (e.g., illness, or an accident), must do so by submitting a request directly to the Instructor for the period up to and including the last day of the term. The decision as to whether or not to apply a penalty for the specified period rests with the Instructor.

Students who seek to be granted more time to complete term work beyond the last day of the term must submit their request directly to the Department. This request covers the period following the last day of classes and ends the last day of the exam period. This is done by submitting a request via the online Special Consideration Request form at <https://utmapp.utm.utoronto.ca/SpecialRequest>.

You are advised to seek advising by the departmental Undergraduate Counsellor prior to the deadline.

Original supporting documentation (e.g., medical certificates, accident reports, etc.) must be submitted to the Psychology Academic Counselor or dropped off in the drop box located outside the Psychology office Deerfield Hall, 4th Floor.

Students are expected to submit requests to the Department before the last day of the term, unless demonstrably serious reasons prevent them from doing so. In the event of an illness, medical certificates or doctor's notes must confirm that student was ill on the due date of the assignment (for a one-day extension). For a longer extension, documentation must specify the full duration during which academic work could not be carried out.

For extensions of time beyond the examination period you must submit a petition through the Office of the Registrar. <http://www.utm.utoronto.ca/registrar/current-students/petitions>

Penalties for Lateness

A penalty of 10% per calendar day (i.e., including week-ends and holidays, during which students are not able to submit term work) up to and including the last day of classes, will be applied by the Instructor. After the last day of classes, the penalty of 10% per calendar day will be applied by the Undergraduate Counsellor on behalf of the Department. No penalty will be assigned if request for special consideration, described above, was successful.

Academic Guidelines

It is your responsibility to ensure that you have met all prerequisites listed in the UTM Calendar for this course. If you lack any prerequisites you WILL BE REMOVED from the course up until the last day to add a course. Further information about academic regulations, course withdrawal dates and credits can be found in the University of Toronto Mississauga Calendar at: <http://www.erin.utoronto.ca/regcal/>.

You are encouraged to read this material. If you run into trouble and need advice about studying, preparing for exams, note taking or time management, free workshops and advice are available from the Robert Gillespie Academic Skills Centre at 905-828-5406.

AccessAbility Services

Students requiring academic accommodations for learning, physical, sensory, or mental health disabilities or medical conditions should contact the AccessAbility Office (2037B Davis Building), 905-828-3847. <http://www.utm.utoronto.ca/accessability/>

Academic Honesty and Plagiarism

Honesty and fairness are considered fundamental to the university's mission, and, as a result, all those who violate those principles are dealt with as if they were damaging the integrity of the university itself. When students are suspected of cheating or a similar academic offence, they are typically surprised at how formally and seriously the matter is dealt with -- and how severe the consequences can be if it is determined that cheating did occur. The University of Toronto treats cases of cheating and plagiarism very seriously. Please take the time to review the Academic Integrity website: <http://www.utm.utoronto.ca/academic-integrity/students>.

- Common trends in academic offences:
- Plagiarizing/concocted references
- Collaboration/unauthorized assistance
- Purchasing work
- Recycling work - "double-dipping"
- Resubmitting of altered work for re-grading
- Electronic devices (cell phones) or any unauthorized aids
- Altering medical certificates and UofT documents

From the Code of Behaviour on Academic Matters: "It shall be an offence for a student to knowingly: represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection

with any other form of academic work, i.e. to commit plagiarism. Wherever in the Code an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known." All students must refer to this website to obtain information on what constitutes plagiarism.

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>.

If questions arise after reading the material on the website, consult your instructor.

Plagiarism will not be tolerated.

Equity Statement

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the UTM Equity and Diversity officer at edo.utm@utoronto.ca or the University of Toronto Mississauga Students' Union Vice President Equity at vpequity@utmsu.ca.

Academic Rights

You, as a student at UTM, have the right to:

- Receive a syllabus by the first day of class.
- Rely upon a syllabus once a course is started. An instructor may only change marks' assignments by following the University Assessment and Grading Practices Policy provision 1.3.
- Refuse to use turnitin.com (you must be offered an alternative form of submission).
- Have access to your instructor for consultation during a course or follow up with the department chair if the instructor is unavailable.
- Ask the person who marked your term work for a re-evaluation if you feel it was not fairly graded. You have up to one month from the date of return of the item to inquire about the mark. If you are not satisfied with a re-evaluation, you may appeal to the instructor in charge of the course if the instructor did not mark the work. If your work is remarked, you must accept the resulting mark. You may only appeal a mark beyond the instructor if the term work was worth at least 20% of the course mark.
- Receive at least one significant mark (15% for H courses, 25% for Y courses) before the last day you can drop a course for H courses, and the last day of classes in the first week of January for Y courses taught in the Fall/Winter terms.
- Submit handwritten essays so long as they are neatly written.
- Have no assignment worth 100% of your final grade.
- Not have a term test worth 25% or more in the last two weeks of class.
- Retain intellectual property rights to your research.
- Receive all your assignments once graded.
- View your final exams. To see a final exam, you must submit an online Exam Reproduction Request within 6 months of the exam. There is a small non-refundable fee.
- Privacy of your final grades.
- Arrange for representation from Downtown Legal Services (DLS), a representative from the UTM Students' Union (UTMSU), and/or other forms of support if you are charged with an academic offence.

Course Outline

Fall Dates	Topic	Reading	Chapters
Sept 6	Introduction to Exceptionality	Hardman	1, Reading 1
Sept 13	Introduction to Special Education: Concepts and Legislation	Hardman	2, 3 (all but section on early intervention)
Sept 20, 1-5pm	Education of adolescents with disabilities		4 (section on adolescents)
Sept 27	Early Intervention	Hardman	3 (section on early intervention)
Oct 4	Special Education: Process and Options	Hardman	Reading 2
Oct 11	Reading Week – No class		
Oct 18	Term Test 1		
Oct 25	Living and Employment Options for Adults With Disabilities	Hardman	4 (section on adults), Reading 3
Nov 1	Diversity, Sexuality	Hardman	5 + Readings 4, 5, 6
Nov 8	Adjustment to Acquired Disability Position paper 1	Murphy	Complete Book
Nov 15	Exceptionality and the family	Hardman	6
Nov 22, 1-5pm	Hearing Loss 1 – Oralism, Mainstream Education, Cochlear Implants	Hardman Biderman	13 (section on hearing) Complete book
Nov 29	Term Test 2		
Winter Dates	Topic (tentative)	Reading	Chapters
Jan 10	Hearing Loss 2 - Sign Language		Reading 7
Jan 17	Hearing Loss 3 - Segregated Education Position paper 2		TBA
Jan 24	Communication Disorders	Hardman	10
Jan 31	Visual Impairment 1 – Mainstream Education	Hardman	13 (section on vision)
Feb 7	Visual Impairment 2 – Segregated Education	Hardman	TBA
Feb 14	Term Test 3		
Feb 21	Reading Week – No class		
Feb 28	Physical Disabilities	Hardman	14
Mar 7	Giftedness Position paper 3	Hardman	15
Mar 14	Autism and the family	Hardman	11
Mar 21	Valuing Lives and the Medical Profession	Marks	1, 2, 3
Mar 28	Social Construction of Disability	Marks	4, 6
Apr 4	Dynamics of Care and Control; Language and Images Position paper 4	Marks	5, 7, 8, Reading 8