

PSY442Y5Y - Practicum in Exceptionality in Human Learning

Thursday 1:00pm – 5:00pm (most classes will end at 4:00pm)

Online Synchronous

Course Delivery

ONLINE VIA ZOOM (links will be provided via Quercus Announcements)

- **Learn Anywhere Guide for Students**
<https://library.utm.utoronto.ca/students/quercus/learn-anywhere>
- **University of Toronto tech requirements for online learning**

Contact Information

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via Zoom

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Course Description

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

- Readings, videos, movies
- Class discussions and student presentations
- Presentations from people with disabilities, family members, students, and professionals in the field
- Field trips (planned for second term, **TBD** depending on COVID-19 situation)
- 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 STUDENTS WHO MUST BE REMOVED FROM THEIR PLACEMENT DUE TO ANY FORM OF UNPROFESSIONAL CONDUCT WILL BE WITHDRAWN FROM THE COURSE IMMEDIATELY.

Experiential Learning Bursaries TBD: The University of Toronto Mississauga (UTM) is committed to offering innovative, high-impact, and real-world opportunities to all of its students through experience-driven programs. In support of this mission, the Experiential Education Unit (EEU) in the Office of the Vice-Principal Academic and Dean has created the Experiential Learning (EL) Bursaries program to reduce barriers to student participation in curricular EL opportunities.

EL Bursaries are available to students with demonstrated financial need who enroll in eligible EL courses approved by the EEU for compliance with the Ministry of Colleges and Universities' *Guiding Principles for Experiential Learning*. Students wishing to be considered for an EL Bursary may submit an online application between September 1, 2021 - September 21, 2021, or January 10, 2022 - January 23, 2022. Please consult the EEU website for a complete list of bursary-eligible courses and further details on the application process at: <https://uoft.me/ELbursaries>.

Learning Objectives

1. Students will gain an interdisciplinary understanding of the complexities of and multiple perspectives on the disability experience.
2. Students will integrate hands on experiential learning working with people with disabilities with academic knowledge, writing and reflection on such experiences.
3. More broadly, students will learn to:
 - a. communicate clearly and concisely about individual clinical/ educational experiences
 - b. develop insights into the behaviour and mental processes of one's self and of others
 - c. explore interests in psychology and related areas through academic inquiry and experiential learning
 - d. demonstrate an understanding of the ethical concerns of the discipline and related fields
 - e. foster a strategy of lifelong inquiry for engaged citizenship

Reading Material

Books:

1. Biderman, B. (2016). *Wired for sound*, 2nd Edition.
2. Hardman, M.L., Drew, C.J., & Egan, M.W. (2017). *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. (will be made available on Quercus)
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 21, 2021	12 %
Test 2	December 2, 2021	12 %
Test 3	February 17, 2022	12 %
Test 4	April, 2022 Exam Period - Take Home	20 %
Position paper 1	November 11, 2021	6 %
Position paper 2	January 20, 2022	6 %
Position paper 3	March 10, 2022	6 %
Position paper 4	Apr 7, 2022	6 %
Participation	Class discussion/submission and quality of weekly thought questions/placement evaluation	20 %

Weekly Submissions: Students must submit reflections on the previous class with special focus on guest speaker presentations, as well as brief summaries and thought questions based on the assigned readings and guest speakers 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 their Placement Supervisor, 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>.

Important note: Once the test/exam is available online and you're unable to write or have an approved request to miss, **DO NOT** at any point attempt to access the test/exam. If at any time you access the test/exam, you will **NOT** be able to submit a special consideration and/or your request will be refused.

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.

Supporting Documentation

The University is temporarily suspending the need for a doctor's note or medical certificate for any absence from academic participation. However, you are required to use the Absence Declaration tool on ACORN found in the Profile and Settings menu to formally declare an absence from academic participation. The tool is to be used if you require consideration for missed academic work based on the procedures specific to our campus/department.

Missed Final Exam or Extension of Time beyond exam period

Missed final exams or 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> and follow their procedures.

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

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. Students requiring academic accommodations for learning, physical, sensory, or mental health disabilities or medical conditions should

Privacy and Copyright Disclaimer

Notice of video recording and sharing (Download permissible; re-use prohibited)

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other source depending on the specific facts of each situation, and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture recordings are made available to you for your own study purposes. These materials cannot be shared outside of the class or "published" in any way. Posting recordings or slides to other websites without the express permission of the instructor will constitute copyright infringement.

Academic Honesty and Plagiarism

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto Mississauga is a strong signal of each student's individual academic achievement. As a result, UTM treats cases of cheating and plagiarism very seriously.

The University of Toronto's Code of Behaviour on Academic Matters outlines behaviours that constitute academic dishonesty and the process for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

1. Using someone else's ideas or words without appropriate acknowledgement.
2. Submitting your own work in more than one course without the permission of the instructor.
3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.

In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required, including (but not limited to) doctor's notes.

With regard to remote learning and online courses, UTM wishes to remind students that they are expected to adhere to the Code of Behaviour on Academic Matters regardless of the course delivery method. By offering students the opportunity to learn remotely, UTM expects that students will maintain the same academic honesty and integrity that they would in a classroom setting. Potential academic offences in a digital context include, but are not limited to:

Remote assessments:

1. Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.
2. Using technological aids (e.g. software) beyond what is listed as permitted in an assessment.
3. Posting test, essay, or exam questions to message boards or social media.
4. Creating, accessing, and sharing assessment questions and answers in virtual “course groups.”
5. Working collaboratively, in-person or online, with others on assessments that are expected to be completed individually.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

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 more than 25% 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.

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.

Fall Dates	Topic	Reading	Chapters
Sept 9	Introduction to Exceptionality	Hardman	1, Reading 1
Sept 16	Introduction to Special Education: Concepts and Legislation	Hardman	2, 3 (all but section on early intervention)
Sept 23	Education of adolescents with disabilities		4 (section on adolescents)
Sept 30	Special Education: Process and Options	Hardman	Reading 2
Oct 7	Early Intervention	Hardman	3 (section on early intervention)
Oct 14	Reading Week – No class		
Oct 21	Term Test 1		
Oct 28	Living and Employment Options for Adults With Disabilities	Hardman	4 (section on adults), Reading 3
Nov 4	Diversity, Sexuality	Hardman	5 + Readings 4, 5, 6
Nov 11	Adjustment to Acquired Disability Position paper 1	Murphy	Complete Book
Nov 18	Exceptionality and the family	Hardman	6
Nov 25, 1-5pm	Hearing Loss 1 – Oralism, Mainstream Education, Cochlear Implants	Hardman Biderman	13 (section on hearing) Complete book
Dec 2	Term Test 2		
Winter Dates	Topic	Reading	Chapters
Jan 13	Hearing Loss 2 - Sign Language		Reading 7
Jan 20	Hearing Loss 3 - Segregated Education Position paper 2		TBA
Jan 27	Communication Disorders	Hardman	10
Feb 3	Visual Impairment 1 – Mainstream Education	Hardman	13 (section on vision)
Feb 10	Visual Impairment 2 – Segregated Education	Hardman	TBA
Feb 17	Term Test 3		
Feb 24	Reading Week – No class		
Mar 3	Physical Disabilities	Hardman	14
Mar 10	Giftedness Position paper 3	Hardman	15
Mar 17	Autism and the family	Hardman	11
Mar 24	Valuing Lives and the Medical Profession	Marks	1, 2, 3
Mar 31	Social Construction of Disability	Marks	4, 6
Apr 7	Dynamics of Care and Control; Language and Images Position paper 4	Marks	5, 7, 8, Reading 8