

Education 5620

Enhancing the Role of Neuroscience and Inclusion in Family, School, and Community Partnerships

Calendar Description

This course explores the role of interpersonal experiences in forging key connections in the brain. A developmental approach is taken, examining the interplay of human and neural connections in early childhood and beyond. For example, difficulties with attachment to caregivers can result in problems with memory, self-organization, and emotional regulation. Implications for parenting and the ability to cope with stress are considered. Particular attention is paid to how professional and personal relationships can promote resilience and healthy development as the mind continues to develop over the lifetime. Emphasis is placed on how teachers, other professionals, and families can empower, collaborate, and advocate for children with special needs.

Contact Info

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Office Hours: By email to set up a phone call

Please contact me for assistance with any questions or concerns. Email is the best way to reach me; please include ED 5620 and the topic of the email in the subject line.

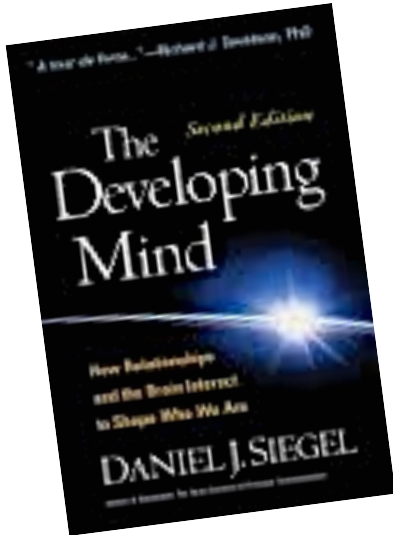
Email is read and responded to as quickly as possible. If I do not respond within 24 hours, please resend as I may not have received your message.

Course Objectives

ED5620 Enhancing the Role of Neuroscience and Inclusion in Family, School, and Community Partnerships is designed to help students achieve the following learning objectives:

- Acquire knowledge as to how the brain is involved with memory, emotion, and learning.
- Understand how toxic stress sabotages healthy brain architecture.
- Discover how difficulties with attachments to caregivers can result in problems with memory, self-organization, and emotional regulation.
- Understand the characteristics of the family, unique circumstances facing a family, and interactions of family members with each other.
- Develop the skills to communicate positively with families, students, and professional colleagues in the formation of effective partnerships.

Please Note: I will use your U of L email account for all course-related matters and ask that you use the same account when communicating with me. Please make sure to check this account frequently.



Required Text:

Siegel, D. J. (2012). *The developing mind: How relationships and the brain interact to shape who we are* (2nd ed.). New York, NY: Guilford Publications.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional online resources that will support your learning and completion of assignments will be posted throughout the course.

Course Assignments

Assignment 1: Participation in Online Discussion Forum 25%

Assignment 2: Research Digests 20%

Assignment 3: Consultation Role Play (25%)

Assignment 4: Group Presentation (30%)

- Written Assignments must be submitted through the Moodle assignment drop box before midnight on the due date or by email to the instructor (blythe.shepard@uleth.ca).
- Please label assignments for submission as follows: LastName_course#_assignname.doc (or .docx).

M.Ed Grading System:

A+ 97 -100%	A 93 - 96%	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%	F Less than 63%

Please Note:

- Any course with a grade of less than B- cannot be considered for credit in Faculty of Education Graduate Programs.
- Please let me know if you require any accommodations due to a disability. The Disabilities Resource Office (403-329-2281) can also provide you with necessary information, services, and support.



Class Format

The course will consist of 13 classes and will be conducted using a discussion forum format and one face-to-face meeting (March 16, 2012 from 8 am to 5 pm). The structure and process of the weekly online lessons require that all students progress at a similar rate throughout this portion of the course. During each week students will be expected to respond to the thought-provoking questions that are posted in the weekly Discussion Forum (DF), and to each other's posts. Once the questions have been posted, you may contribute your ideas at any time between Wednesday (6:00 am) and Sunday (11:59 pm). Please see the information on the Discussion Forum under Orientation to the Course on the Moodle website.

Attendance:

As students in the Faculty of Education, the following professional standards of behaviour are encouraged and expected. This includes excellent attendance and adherence to the Standards of Professional Conduct articulated by the Faculty of Education. In addition to Professional Conduct, students are expected to meet

expectations set out in other University and Faculty of Education policies.

Attendance at all classes is necessary and required. If you are ill or otherwise unable to attend class, please notify me by phone or email prior to the class. *Non-excused absences will result in a 5% reduction in your final grade.

Professional Responsibilities

- Questions, experiences shared, and opinions expressed within this class are considered **confidential**, thus statements are not to be repeated outside of the classroom and identifying details such as clients or communities must not be made public.
- Diversity of opinions and background experiences are the cornerstones of classroom discussions. As such, discussions must be centered on the argument rather than on the personal. Judgments must be avoided and all encounters must reflect **respect for the right of colleagues** to differ and hold various values and opinions.
- All dialogue, interactions, and inclusive pedagogy should reflect the **professional manner** in which one would conduct themselves in any educational setting; refer to Code of Conduct.
- Due to the interactive format of this class and ongoing class-based discussion, students are **expected to read the assigned texts prior to class** and participate in all class activities.

Intellectual Honesty

Plagiarism is a form of intellectual dishonesty in which another person's work is presented as one's own. Be certain that whenever you use a secondary source in your course work and assignments you reference your source in a consistent and logical manner. All direct quotes (quotations of any number of words from the original) and indirect quotes (paraphrased ideas) must be acknowledged. Failure to do so constitutes plagiarism, and as with any form of academic misconduct, it will be penalized. Penalties may take the form of rejection of the submitted work; expulsion from the course or the program; or legal action, depending on the specific nature of the infraction.

However, dutiful citation of quotes and paraphrased materials does not mean that you can write an essay assignment by stringing together a series of quotes. You should always try to summarize or describe someone else's ideas in your own words. When you present your own ideas or opinions in a paper, provide evidence or arguments to substantiate your position.

The APA website (<http://www.apastyle.org>) offers information about the citation

Format for Research Digest Submissions:

- Cover page with relevant identifying information
- Research Digest 1
- Research Digest 2

Note: Your research digests will be combined with research digest submissions from other students to form a class set that will be made available in electronic format to all class members when assignments have been marked.

3. Consultation Role Play (25%)

In groups of 4 or 5, develop a realistic *case study* that will be distributed to the class. In your case study, outline the issue (e.g., school based team meets with parents to discuss IEP), describe the child who is the focus of concern, outline the roles and responsibilities of each member (e.g., teacher, counsellor, social worker, parent etc.), and provide any pertinent background. Be sure that the belief system of each member is clear in the role play itself.

The role play will take place during our face to face meeting. Each group will have up to 45 minutes to perform their role play and to debrief their “consultation” with the class.

The role play should have some “conflict” in it. Examples might include presenting different perspectives; frustration that turns to anger; or sharing difficult information with parents (e.g. child has a severe learning disability). You must show how you establish meaningful relationships with other members of the group.

Grading requirements and assignment details will be posted on Moodle.

4. Group Presentation (30%)

The project is not simply a review of the literature but an opportunity to go further to include an application of your learning. We will be talking about this online during your first weeks online and please know that you have choice in how you present your final work. True to Universal Design for Learning principles, I am committed to multiple means of representation, expression, and engagement. This means that the applied portion of your project can utilize any number of electronic tools (i.e. Prezi, Digital Storytelling, or other presentation formats) as well as a more traditional format. Again, we will talk about this during our first weeks of classes and by the time your Project Proposal is approved you will have confidence of the direction you want to take this project.

Part A:

- APA Style (Part A only): See APA Format Grading Criteria: *3 marks*
- Synthesis of the literature: *6 marks*
 - Clear and accurate synthesis of 8-10 articles in the literature on the selected issue.

- Discussion of issues and application of the topic to professional practice: *6 marks*
 - Discussion of the issues related to the particular topic chosen.
 - Discussion of how the selected topic issue relates to professional practice in the area of inclusive education.

Part B:

- Is there a strong conceptual and theoretical foundation to the application? *6 marks*
 - Clear links between the application and neuroscience research and principles of inclusion.
 - Clearly articulated objective or purpose for the learning object.
- Effectiveness of the learning object: *6 marks*
 - Evidence that the learning object functions as a stand-alone product, with clear application to professional practice.

Part C:

- Discussion questions: *2 marks*
 - Generation of two relevant and effective forum questions and appropriate moderation of the discussion.

The Group Presentation requires you to work in a group of students to develop a presentation that is related to one of the lessons in the course. You will share your group presentation with all of the students in the course. Groups must have a minimum of 3 students and a maximum of 5. You may self-select into your groups by using the Group Sign-up link under the Course Announcements DF.

- **PLEASE SIGN UP FOR A GROUP BY THE END OF THE FIRST WEEK.**
- Each group member will complete a "Group and Self-Assessment Tool" to assess your peers and yourself for the work completed in the group presentation. This feedback will be used by the instructor in determining the final grade. It is expected that all members contribute equally to the assignment.

Once a topic is selected, the group will work together to develop a presentation for the class. **Members of the group are responsible for posting the presentation to the Student Presentations Forum by Wednesday morning of the week in which the presentation will be discussed.** There will be three parts to the presentation:

- **Part A** will provide a synthesis of the literature related to the topic chosen, discuss the issues related to the topic, and discuss how the topic is related to professional practice. **Part A** of the presentation should follow APA format and be no more than 12 to 15 pages in length, excluding references. **PLEASE SUBMIT AS A WORD DOC NOT AS A PDF.**
- **Part B:** The group will then elaborate upon one practical illustration. This might involve a case analysis, some aspect of program development or evaluation, a scenario drawn from one of the expanded roles that professionals engage in like

consultation or social action, or application to a specific presenting concern or cutting edge issue in the field. Draw on your creativity as a group in presenting this conceptual application. Consider **Part B** as the creation of a resource for another professional. Part B should function as a stand-alone learning object, such as a PowerPoint presentation, WIKI, or something else that you develop. In the development of the presentation, the group should consider topics presented in the textbook and readings. **Part B** can be presented in any format the group chooses from traditional paper to web page to an online demonstration of a particular model or strategy (e.g., video) that the group has developed together. There is no page limit on Part B to accommodate flexibility and creativity in presentation style. Note: You might want to experiment with VoiceThread, a collaborative, multimedia slide show that holds images, documents, and videos and allows people to navigate slides and leave comments in 5 ways - using voice (with a mic or telephone), text, audio file, or video (via a webcam). This application is free online.

Prompts for selecting your applied practice example in Part B:

- How can we apply what we have learned about this topic/issue to enhance our practice in working with exceptional children and their families?
- What guidelines might emerge through the application of this knowledge to our professional relationships and environments?
- How might we use this knowledge to develop a particular intervention, strategy or practice when working with exceptional children and their families?
- **Part C:** The group presentation will also include the development of one question related to the topic for other students to respond to in the discussion forum. Members of the group will be responsible for posting the question and responding to the discussion in the forum.

The overall purpose of this assignment is to have you explore a particular topic and develop skills and knowledge in a given area, as well as promote your understanding of how neuroscience and principles of inclusive education can be applied in practice.

Readings and Topic list to be determined

Due dates for assignments to be determined