

## SPED 4800/6800

### Cross-cultural Perspectives in Developmental Disabilities: Ireland Summer Semester, 2011 June 1 – July 14 Six Weeks Program

David L. Gast, Ph.D.

Professor, Special Education  
Department Communication Sciences and Special Education  
516 Aderhold  
(706) 542-5069  
E-mail: [dlgast@uga.edu](mailto:dlgast@uga.edu)  
FAX: (706) 542-5348

Kathy Boyle-Gast, M.A.

Instructor, Special Education  
Department of Communication Sciences and Special Education  
E-mail: [kbcast@uga.edu](mailto:kbcast@uga.edu) or [kbcast@earthlink.net](mailto:kbcast@earthlink.net)

**Seminar:** **Monday and Wednesday, June 06 - July 13, 2011**  
4:30 PM – 6:30 PM (Monday/Wednesday)  
Note: optional meeting 4-4:30 to discuss readings, issues and concerns, Q & A  
Location\*: *Lilac Room, Montenotte House, COPE Foundation, Cork, Ireland*  
(\*unless otherwise noted)

**Semester Hours:** 3 hours

**Department:** **Department of Communication Sciences and Special Education**  
**516 Aderhold Hall**  
**The University of Georgia**  
**Athens, GA 30602**  
**(706) 542-4617**  
**E-mail: [csse@uga.edu](mailto:csse@uga.edu)**

#### Course Description:

SPED 4800/6800 is taken in conjunction with SPED 4440 or SPED 7440 (Practicum in Special Education) as part of the University of Georgia's Study Abroad in Ireland: Developmental Disabilities service-learning program. During this 6 week study abroad program, participants will work under the direction of Irish professionals employed by the COPE Foundation [www.cope-foundation.ie](http://www.cope-foundation.ie), a non-profit organization that serves individuals with developmental disabilities in County Cork. In addition to students' practicum experience, students will participate in this seminar that will review and discuss: a) characteristics of persons with developmental disabilities who are eligible for services in Ireland; b) Irish laws and policies related to the rights of persons with developmental disabilities; c) Ireland's service delivery systems (educational, social service, medical, recreational, vocational etc.) for persons with developmental disabilities and their families, and d) certification or licensure requirements for Irish professionals who serve individuals with developmental disabilities. Students also will be introduced to Ireland's rich history and culture through readings, guest speakers, site visits in the Cork city and surrounding areas, and cultural activities.

#### Competency:

The primary purpose of this seminar, and the study abroad experience in general, is for participants to learn how individuals with developmental disabilities and their families are served in Ireland. Students will have the opportunity to interact with Irish professionals representing a variety of disciplines (education, psychology, speech and language therapy, social work, gerontology, occupational, physical, recreation and music therapy, nursing, etc.). Students will compare and contrast U.S. and Irish laws, policies, certification/ licensure standards, and service delivery systems that impact the lives of people with special needs.

**Rationale:**

It is important for this and future generations of students to increase their global awareness and understanding as countries become more inter-dependent. Knowledge of how professionals in their chosen field are trained and certified, as well as how they carry out their duties, may increase their interest in cross-cultural collaboration. Through such collaboration, knowledge will be shared and practices improved in service to persons with developmental disabilities and their families.

**Objectives:**

*Upon completion of “Cross-cultural Perspectives in Developmental Disabilities: Ireland” the learner will be able to:*

1. Articulate legal mandates and policies related to providing appropriate services (educational, vocational, recreational, medical, social, psychological, residential etc.) to persons with recognized developmental disabilities (i.e. disabilities recognized under current Irish law) and their families. Compare these mandates and policies to those in the U.S.
2. Identify local, county and national resources that support people with developmental disabilities and their families in Ireland. Compare access to these resources to those in the U.S.
3. Identify and describe how professionals who work with individuals with developmental disabilities are educated and certified or licensed. Compare the educational curriculum and certification standards to those adopted in the U.S.
4. Critically discuss how cultural and social values impact the delivery of services to persons with developmental disabilities and their families.
5. Critically discuss the impact that the recent increase in immigration to Ireland has had on social service and educational agencies that service individuals with developmental disabilities and their families.
6. Identify and describe implementation models and strategies for delivering services to persons with developmental disabilities in Ireland that could be beneficial to citizens with special needs in the U.S. Consider how such strategies and models could be infused with current service delivery structures in the U.S.

**Course Format:**

This course will be conducted in a seminar format with guest speakers involved with services in Ireland. Thus, students must come to class meetings thoroughly prepared to discuss readings and to ask questions. Some parts of the class sessions will be characterized by lectures and student presentations; other parts will be discussion format.

**Assignment Descriptions and Grading:**

**Course grades will be earned as follows:**

**A- EXCEPTIONAL 90-100**

**B= PROFESSIONAL 80-89.9**

**C= MARGINAL 70-79.9**

**D= UNACCEPTABLE 60-69.9**

**F= VIOLATION of UGA POLICY OR RULE  $\leq$  59.9**

**Note: pluses and minuses are also awarded as deemed appropriate.**

1. Professional Participation (40%)

Students, as noted earlier, must come to each class session thoroughly prepared and are expected to remain engaged throughout the class period. “Thoroughly prepared” is defined as a) having read all assignments prior to class time, b) stating the concepts, principles, policies and procedures described in readings

c) relating concepts, principles, policies and procedures from current readings to observed practices, and d) asking speakers and panelists insightful questions. Students will be evaluated at each session, and the instructors' professional judgments will be used to determine this portion of a student's grade.

**NOTE: More than 2 seminar absences will result in earning no higher than a "C" grade.**

If a student is going to be absent he/she **must contact** either the Study Abroad in Ireland director, Dr. David Gast (**085-778-9796**), or co-director, Kathy Boyle-Gast (**085-778-9784**) **prior to the start of class.**

2. Weekly Reflections (n=6) (25%)

Students will respond in writing to a weekly reflections form (provided) regarding their field experience, guest seminar speakers, readings, etc.

3. **Written Review and Oral Presentation of ONE of the following "a" or "b" noted below: (20%)**

a. **Professional Standards of Selected Discipline Involved in Services for Individuals with Developmental Disabilities**

**Undergraduate Students:**

Students enrolled in the undergraduate section of the course will complete a written review of the Irish professional certification or licensure standards in their chosen profession. This review may be done via Internet as well as through professional literature sources, interview of professionals working in Ireland, etc. Participants will prepare a 5-7 page, double-spaced typed review, with bibliography using APA Style, including appendices as is appropriate, that describes:

- a) National certification or licensure standards for their profession
- b) Universities or colleges in Ireland that prepare professionals in that area (include the curriculum of study – this may be printed from their internet website and included as an appendix)

**NOTE: Students who share the same chosen major/ professional field of study may collaborate for both the presentation and review paper. In this case, those students will earn the same grade for the assignment.**

**Graduate Students:**

Graduate students will complete the same assignment as above but add a section that (c.) compares and contrasts Irish and U.S. certification or licensure requirements and their university's curriculum that leads to certification or licensure in their discipline.

**OR**

b. **Complete a written review of a topic directly related to Individuals with Developmental Disabilities** Example Topics: early intervention services, specific conditions or syndromes and their characteristics, (e.g. Fragile X), a specific practice, intervention model or theory (respite services, applied behavior analysis, developmental curriculum, augmentative communication systems), special education law and policy and current practices in Ireland, autism services in Ireland, a current issue (social inclusion, health care for individuals with DD, etc.) This review may be done via Internet as well as through professional literature sources, interview of professionals working in Ireland, etc. Participants will prepare a 5-7 page, double-spaced typed review, with bibliography using APA Style, including appendices as is appropriate, that describes:

**Undergraduate Students:**

Topic search and presentation must be applied to practices, services, issues etc. in Ireland.

(3, cont.)

**Graduate Students:**

Graduate students will complete the same assignment as above but add a section that compares and contrasts the same practice, service, issue in the U.S. (i.e. are there same or different cultural perspectives related to the topic? Same or different service delivery systems to address the same issue? etc.)

**NOTE: Topic MUST be submitted to and approved by instructors by June 23, 2011**

***ALL Students (a or b assignment):***

Students who share the same chosen major/ professional field of study **may** collaborate for both the presentation and review paper. In this case, students will earn the same grade for the assignment.

All students will prepare a **15-minute presentation** of their review during the last seminar session in Ireland. (Although not required, a power point projector will be available if requested.)

**\*\*ORAL PRESENTATION DUE DATE: Wed. July 13, 2011**

**PAPER DUE DATE: July 29, 2011 (may be submitted electronically).**

**The typed-written copy of the review will be due no later than July 29, 2011.**

4. **Field Experience (15%)**

All students enrolled in this course will spend *4 hours per week* in an assigned practicum site working alongside a professional from various fields of study related to the delivery of services to individuals with development disabilities. *This experience is an extension of the SPED 4440 / 7440 practicum course (which involves spending 20 hours per week on site, in that students will be in the same COPE Foundation operated program.*

5. **Incompletes**

**An “Incomplete” grade will not be assigned except in the case of a medical or family emergency.** An assignment of an “I” grade rests solely with the director or co-director of the Study Abroad in Ireland program.

8. **Honesty Policy**

The University of Georgia has adopted policy and procedures to promote a culture of academic honesty. You are expected to have read “A Culture of Honesty” published by The University of Georgia, which has been provided to you.

**Learning Activities**

1. Actively participate in seminar discussions
2. Read all assignments
3. Present to during seminar on either 1) Irish professional standards and training programs in the student’s chosen field of study OR 2) Topic related to services for individuals with developmental disabilities as noted above in **Assignment Descriptions and Grading.**
4. Prepare review paper related to 1) Irish professional standards and training programs in the student’s chosen field of study (graduate students will compare these standards and professional preparation curricula with those in the U.S.) OR 2) a topic relative to services for individuals with developmental disabilities as noted above in **Assignment Descriptions and Grading.**
5. Actively participate in a COPE Foundation service program for persons with developmental disabilities

### Required Readings

You will receive a flash-drive containing copies of the required readings. It is up to you whether to print hard copies of the readings or rely on computer access only; however, you are responsible for having the readings completed by the seminar dates noted below. On the flash-drive will also be supplemental readings that you may find helpful in your searches when preparing for the final presentation/paper, or for your personal studies and interests.

The readings will be noted by title and page number, cited within the syllabus when due. A full bibliography of the required readings will be provided in a separate document for a complete reference source.

### Optional Readings

It is highly recommended that you get a complete tour/guide book on Ireland in order to become familiar with the Irish history, culture, etc. (not to mention to assist with travel plans). We recommend *Insight Guides: Ireland* (2009 or 2010, London: Apa Publications. OR Lonely Planet OR Fromm's guides. (These should be available through bookstores, [www.amazon.com](http://www.amazon.com) or from the publishers (e.g. [www.insightguides.com](http://www.insightguides.com))

Note: Some general questions that will be posted on the weekly Reflection assignments will include those involving the Irish history and culture; having a good source will be an assist to you.

### Reading Assignments

NOTE: Speakers representing different disciplines and agencies in Ireland are invited to present each week at one or both of the two scheduled weekly seminars. The topics and speakers are determined based on content of readings and participating students' chosen field of study. **The topics that are noted to be covered per class meeting are approximate; speaker availability and other scheduled events may necessitate altering class topics on certain days; however, students are responsible for completing the readings and weekly study questions as scheduled:**

**\*\*\*Speakers as scheduled are tentative at this time and are subject to change as per their final confirmation of availability. An updated version will be sent at a later time, once confirmed.**

***SEE NEXT PAGE FOR SEMINAR AND READING SCHEDULE***

**COURSE SEMINAR SCHEDULE**

(Rev. 05-20-11)

<b>Week #</b>	<b>Topics/Speakers</b>	<b>Readings</b>
√ = speaker confirmed Wk 1 Fri 6/3/11	<b>COPE Foundation Orientation:</b> √Sean Abbott, Director of Client Services, √Dave Quinlan, R.N.I.D.; Cognitive Behavior Therapist; <b>Tour of Program Sites</b>	<b>9:30-5:00</b> <b>COPE Foundation</b> <b>(<a href="http://www.cope-foundation.ie">www.cope-foundation.ie</a>)</b>
	(See separate agenda, to be provided)	
Mon 6/6/11	<b>Note: this class meeting will be at UCC University Hall Apartments meeting room 10:00 a.m. - 1:00 p.m.</b>  Q&A re: placements, other issues? Discuss Readings:	<b>Special Education in Ireland</b> 1. <i>Responding to Special Educational Needs, Historical Emergence...</i> pp. 29-46 2. <i>Responding to Special Educational Needs, Developing Policy and Provision in Special Education</i> , pp. 47-69
	<b>Cork City and Surroundings</b>	Your Irish Guide Book re: Cork City and County Cork; Cork City Bus Tour (June 2, 2011)
	<b>Ireland: Historical Perspectives &amp; Ireland Today</b>	
	<b>Speaker: 11:15 – 1:00</b> √Mr. Tim McCoy: <i>The Irish Famine</i>	Your Irish Guide Book re: Famine
Wed 6/08/11	<b>Note: this and the remaining class meetings will be at Montenotte House, COPE Foundation</b>  Assessment and Planning in Special Education	3. <i>The Essential Guide to Special Education in Ireland</i> , pp. 3-17  4. <i>Responding to Special Educational Needs</i> , p. 127 (chart)  5. <i>Special Education in Irish Classrooms: A Practical Guide</i> , pp. 174-187
	Developmental Disabilities (DD) Special Ed Conditions Characteristics & Categories COPE Foundation Service Structure	6. <i>The Essential Guide to Special Education in Ireland</i> , pp. 21-45

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Week #	Topics/Speakers	Readings
	Early Intervention	
	<b>Guest Speakers:</b>	
	√ <i>Deirdre Burns, Early Intervention, COPE Foundation Preschool Program</i>	
<b>Wk 2</b>		
<b>Mon 6/13/11</b>	Understanding Children With Special Education Needs; Essential Elements of Special Education	7. <b>Power Point: (On required reading list/flashdrive) “Learning Disability: Definition and Contexts”, British Psychological Society</b>
	Special Education Teacher Preparation	8. <i>The Essential Guide to Special Education in Ireland</i> pp. 58-65
		9. <i>Special Education in Irish Classrooms: A Practical Guide</i> , p. 36
		10. <i>National Council for Special Education (NCSE) News, Dec. 2010 Issue 4</i>
		11. <i>National Council for Special Education (NCSE) News, May 2010, Issue 3</i>
	<b>Guest Speaker:</b>	
	√ <i>Dr. Patsy Daly, Mary Immaculate Teachers College, Limerick University</i>	
<b>Wed 6/15/11</b>	The changing landscape of the rights of individuals with disabilities and special education in Ireland; Least Restrictive Environment	12. <i>Bringing the UN Convention on Rights for Persons with Disabilities to life in Ireland</i> , pp. 245-249
		13. <i>Steps Towards Accessibility: A Critical Analysis of Transport Services for Wheelchair Users in Cork City</i> , pp. 94-109
		14. <i>Education for Children with Severe and Profound General Learning Disabilities in Ireland: Factors Influencing Teachers’ Decisions About Teaching these Pupils</i> , pp. 179-194
	<b>Guest Speakers:</b>	
	COPE Foundation School Programs for cChildren with Intellectual Disabilities:	
	√ <i>Helen Guinan, Principal, St. Paul’s School</i>	
	√ <i>Ita Teegan, Principal, Scoil Bernadette Marie O’Donoghue, Principal, Scoil Eanna</i>	

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Week #	Topics/Speakers	Readings
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Wed 6/15/11 (cont).

**\*\*NOTE: Begin planning activity to be implemented at placement site during Week 4.**

Wk 3

Mon 6/20/11

The Roles of Psychology and Social Work Services for individuals with disabilities

15. *Methodological Issues in Inclusive Intellectual Disability Research: A Health Promotion Needs Assessment of People Attending Irish Disability Services.* pp. 199-209

16. *Evidence-Based Practices in Intellectual Disability and Behaviour Disorders,* pp. 469-475

17. *Experiences of Social Workers within an Interdisciplinary Team in the Intellectual Disability Sector,* pp. 125-143

**Guest Speakers:**

√Judy Moynihan, Social Work Program Manager, COPE Foundation

√Deirdre Murphy, Psychologist, COPE Foundation

**\*\*NOTE: finalize plans for activity to be implemented at placement site—to be done during Week 4**

Wed 6/22/11

The Role of Nursing Professionals in Special Needs Service Delivery; Preparing Nurses Intellectual Disabilities in Ireland; Individuals with multiple disabilities who are medically fragile

18. *Resident Perspectives of the Determinants of Quality of Life in Residential Care in Ireland,* pp 1029-1038

√Lynne Marsh, University College Cork, Nursing Training in Intellectual Disability

**\*\*\*Thursday June 23, 2011 : TOPIC for is paper due (submit in writing).**

Wk 4

Mon 6/27/11

Autism; Speech and Language

19. *An Examination of the Quality of and Access Speech and Language Intervention to Individually Tailored Services for Adults with Autism in Irish Society,* pp 79-93

20. *The Barriers Perceived to Prevent the Successful Implementation of Evidence-Based Practice by Speech and Language Therapists* pp. 1018-1035

Week #	Topics/Speakers	Readings
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**Guest Speakers:**

- √ Derval McDonagh, Speech and Language Therapy Manager, COPE Foundation;
- √ Denise Banks, Speech and Language Therapy/ASD Team

**Wed 6/29/11**

**\*\*NOTE:** We will dismiss at 6:00 to attend the COPE Foundation Arts Festival Concert at City Hall, 7:00 p.m. (accruing 4 hours towards practicum course total)

The Vital Role of Supportive Services: Physio Therapy and Occupational Therapy: Assessment and Interventions

- 21. *Is Physiotherapy for Me?* pp. 1-6
- 22. *Use of Outcome Measures in Physiotherapy and Intervention Practice in Ireland from 1998 to 2003 and Comparison to Canadian Trends*, pp. 109-116
- 23. *Association of Occupational Therapists of Ireland: Minimum Standards for Practice in Ireland*, pp. 1-6
- 24. *Occupational Therapy in Child and Adolescent Mental Health Services*, pp. 1-17

**Guest Speakers:**

- √ Dave Worrall, Physiotherapy Program Manager
- √ Mary Sharkey, Occupational Therapy Program Manager (or OT representative)

Fri. 7/1/11:

**\*\*NOTE:** Special tour of West County Cork, COPE Foundation facilities in Clonakilty, Ireland, and Gougane Barra (see separate itinerary)

*It is recommended that you read in your Ireland Guide about Ireland's Southwest region and its unique and traditional culture....*



**Week 5**

Happy 4<sup>th</sup> of July !

**Mon 7/4/11**

The Vital Role of Related Supportive Services (cont.): Recreation & Leisure

- 25. *Integration or Segregation? The Same or Different Recreation and Leisure Facilities for People with Learning Disability*, p. 93-108

**Guest Speaker:**

- √ Terence McSweeney, Manager, Leisure, Recreation, Physical Activities (LRPA), COPE Foundation

**Wed 7/6/11**

The Vital Role of Related Supportive Services (cont.): Music Therapy

- 26. *IACAT Music Therapy* pp.1-4

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<b>Week #</b>	<b>Topics/Speakers</b>	<b>Readings</b>
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Wed 7/6/11 (cont.)

27. *Music Activities Initiated by Staff within Services for People with Intellectual Disability*, pp. 32-37

**Guest Speaker:**

*Eoin Nash, Manager, Music Therapy program, COPE Foundation*

**\*\*Note: Last day of placements with COPE Foundation is Thursday, July 7.**

**Week 6**

**Mon 7/11/11 Two day tour:**

Leave Cork for overnight trip to Kilkenny to visit S.O.S. Kilkenny, Ltd., Service to People with Developmental Disabilities. (See separate agenda and itinerary, to be provided)

Travel to Kilkenny via Cashel (tour Rock of Cashel)

Stay at: Kilkenny River Court Hotel (011-353-56-772-3388)

**Tues 7/12/11**

S.O.S. Kilkenny, Ltd, Francis Coughlan, CEO  
Tour of facilities and activities involving interacting with staff and clients;  
Depart for Cork City approximately 3:30 p.m.

**Wed 7/13/11**

**10:00 a.m. – 1:00 p.m.**

Final Seminar (*note: will meet at UCC University Hall Apartments*)

Wrap Up and Reflections on Study Abroad Ireland  
Participants' Evaluation of Study Abroad Program

**Remainder of Day is Free until.....**

**6:00 p.m.**

Group Departure Dinner  
(location TBA)

**Thurs 7/14/11**

**\*\*Thursday July 14, check out of UCC University Hall Apartments by 10:00 a.m. Be sure to turn in your key cards to your apartment to Reception.**

**REMEMBER:**

**PAPER DUE DATE: By July 29, 2011; may be submitted electronically.**