

LABETTE COMMUNITY COLLEGE BRIEF SYLLABUS

SPECIAL NOTE:

This brief syllabus is not intended to be a legal contract. A full syllabus will be distributed to students at the first class session.

TEXT AND SUPPLEMENTARY MATERIALS USED IN THE COURSE (if any):

Please check with the LCC bookstore <http://www.labette.edu/bookstore> for the required texts for this class.

<u>COURSE NUMBER:</u>	PARA 124
<u>COURSE TITLE:</u>	PARAEDUCATOR V
<u>SEMESTER CREDIT HOURS:</u>	1
<u>DEPARTMENT:</u>	Paraprofessional and Developmental Disabilities
<u>DIVISION:</u>	Workforce Education/Community Service
<u>PREREQUISITES:</u>	Paraeducator I, II, III and IV Employed by school district or interlocal

COURSE DESCRIPTION:

This one credit-hour course is divided into twelve topical areas: Blood borne Pathogens; Introduction to Emergency Action Principles; Providing Care in Emergency; Using Computers and Other Technology to Increase Learning; Characteristics of Adolescents with Disabilities; The role of Paraeducators in Promoting Active Learning; Assisting Students with Work Completion; Supporting Students with Attentional Concerns; Supporting Students Who Are Noncompliant; Supporting Reading Instruction in Social Studies, Science and Mathematics Part I and II; Assistive Technology: An Introduction to Devices and Software.

COURSE OUTCOMES AND COMPETENCIES:

Students who successfully complete this course will be able to:

1. Understand Blood borne Pathogens:

- Learn what blood borne pathogens are.
- Know how to protect himself or herself from blood borne pathogens.
- Understand how to prevent contamination after accidental exposure.
- Determine how to respond to different scenarios.

2. Understand Basic Emergency Action Principles:

- Know how to prevent and prepare for emergencies
- Understand how to prevent disease and parasite transmission
- Gain an understanding of the content and importance of an emergency action plan.
- Know the initial steps in emergency response.
- Be able to check the scene for safety.
- Understand when to call and how to interact with the emergency medical services (EMS) system.
- Be able to apply basic precautions to reduce the risk of disease transmission during and after providing care.

3. Provide Care in Emergency

- Understand common emergency situations
- Be able to evaluate and treat wounds
- Know how to control bleeding
- Understanding how to help burn victims.
- Be able to evaluate and treat musculoskeletal injuries.
- Understand how to help victims of sudden illnesses
- Learn to handle heat and cold related illnesses.

4. Understand how to use computers and other technology to increase learning:

- Understand the basic components of a computer.
- Realize the importance of using technology tools in the classroom.
- Understand how the Internet and software can be used in the classroom.
- Be able to define copyright and realize the importance of respecting it.
- Identify additional technology tools that may be found in the classroom.

5. Be able to identify the characteristics of adolescents with disabilities

- Know “normal” adolescent characteristics and behaviors.
- Identify the characteristics and behaviors specific to adolescents with disabilities.
- Understanding of the implications for Paraeducators working with adolescents with disabilities.
- Be able to demonstrate and promote respect for individuals with disabilities.

6. Know the role of Paraeducators in promoting active learning:

- Understand the importance of active learning.
- Understand the foundational components of a lesson
- Know the various strategies for actively engaging students in learning

7. Learn to assist students with work completion.

- Understand the learning process
- Be able to provide a structure for work completion
- Be able to apply various interventions for difficulties with work completion.

8. Discover how to assist students with attentional concerns

- Become familiar with the continuum of attentional concerns and associated characteristics.
- Learn various personal behaviors for interactions with students.
- Understand strategies for supporting and preventing attentional issues in the classroom.
- Discover strategies for supporting and preventing attentional issues in unstructured settings.

9. Be able to support students who are noncompliant.

- Understand what noncompliant behavior is.
- Know the explanations for noncompliance
- Be able to use personal skills to deal with noncompliant students
- Learn tips for gaining students compliance to verbal interactions, rules and routines.

10. Learn to support reading instruction in social studies, science, and mathematics Part I

- Understand the importance of continuing support for reading instruction in the content areas as students progress through school
- Understand the “roadblocks” that affect teachers and students with regard to reading in the areas of social studies, science and mathematics.

11. Learn to support reading instruction in social studies, science, and mathematics Part II

- Gain knowledge of various Instructional strategies with which to support reading instruction for students in the content areas *during* the instruction in these areas.
- Gain knowledge of various Instructional strategies with which to support reading instruction for students in the content areas *after* the instruction in these areas

12. Understand Assistive technology devices and software.

- Identify the three basic categories of assistive technology
- Identify the devices in each assistive technology category
- Learn the paraeducator’s role as it relates to assistive technology
- Learn the meaning of AT, AAC, IEP, and PDA