

College of Micronesia-FSM

COURSE OUTLINE COVER PAGE

ED/RS 306  
Course Title

Related Services Practicum I  
Department and Number

**Course Description:** Allows students to begin applying basic related services in actual school setting.

**Course Prepared by:** Dr. Kathy Ratliff/Education Division      **State** CDS/COM-FSM National Campus

	Hours per Week		No. of Week		Total Hours	=	Semester Credits	
<b>Lecture</b>	1	x	16	x	16/16	=	1	
<b>Laboratory</b>	6	x	16	x	96/48	=	2	
<b>Workshop</b>		x		x		=		
Total Semester Credits								3

**Purpose of Course:**

Degree Requirement	_____
Degree Elective	_____
Certificate	<b>x</b>
Other	_____

**Prerequisite Course(s):** Accepted into the RSA third-year program.  
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**Signature, Chairperson, Curriculum Committee**

\_\_\_\_\_  
**Date Approved by Committee**

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**Signature, President, COM-FSM**

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**Date Approved by President**

**I. COURSE OUTCOMES:**

**A. General:**

1. Students will facilitate a McGill Action Planning System (MAPS) around particular children.
2. Students will actively participate on an Individualized Education Program (IEP) team for a particular child.
3. Students will evaluate and make recommendations to improve gross motor and mobility skills of a developing child.
4. Students will evaluate and make recommendations to improve fine motor skills of a developing child.
5. Students will evaluate and make recommendations to improve self-care skills of a developing child.
6. Students will design and make an appropriate toy to facilitate a child’s learning.
7. Students will use safe lifting and transfer skills.
8. Students will communicate effectively orally and in writing with other team members.

**B. Specific:**

1. Students will facilitate MAPS sessions around particular children.

Student Learning Outcomes	Recommended Assessment Strategies
1.a. Communicate effectively with family members and other team members to plan a MAPS session.	Student sets up a MAPS session with family members and other team members. Student documents the planning process in a written summary of the MAPS session.
1.b. Facilitates a MAPS session with a family.	Student facilitates a MAPS session with a family and team around a child with a disability. Student documents the MAPS session in a written summary.
1.c. Identifies dreams and nightmares of a family around their child and translates them to goals on the IEP.	Student documents the dreams and nightmares in a written summary of the MAPS session.  Student writes IEP goals and objectives that incorporate family dreams and nightmares.

2. Students will actively participate on an IEP team for a particular child.

2.a. Participates in an IEP meeting.	Student documents IEP participation in
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	journal entry.
2.b. Explains the role of the RSA to other team members on the IEP team.	Student documents the explanation of the RSA role in journal entry.
2.3. Develops IEP goals for a particular child.	Student includes IEP goals and objectives in their Current Levels Of Performance (CLOP) assignment.

3. Students will evaluate and make recommendations to improve gross motor and mobility skills of a developing child.

3.a. Evaluates range of motion of children.	The student documents range of motion on the Current Levels of Performance, using appropriate technical terms.
3.b. Evaluates muscle tone of children, effectively discriminating between different types of muscle tone.	Student documents muscle tone accurately on the Current Levels of Performance.
3.c. Evaluates gross strength in children.	Student documents strength accurately on the CLOP.
3.d. Evaluates developmental gross motor skills of children.	Student accurately documents developmental gross motor skills of a particular child on the Current Levels of Performance, and assesses whether these skills are typical or not in the assessment section of the CLOP.
3.e. Evaluates children's mobility skills.	Student accurately documents mobility skills of a particular child on the CLOP, and assesses whether these skills are typical or not.
3.f. Writes appropriate recommendations for intervention to improve gross motor skills in children.	Student writes feasible and functional recommendations to improve gross motor skills on Current Levels of Performance.

4. Students will evaluate and make recommendations to improve fine motor skills of a developing child.

4.a. Evaluates fine motor skills of children including grasp and functional hand skills.	Student documents fine motor skills including grasp and functional hand skills on the Current Levels of Performance.
4.b. Writes appropriate recommendations for intervention to improve fine motor skills in children.	Student writes feasible and functional recommendations to improve fine motor skills on Current Levels of Performance.

5. Students will evaluate and make recommendations to improve self-care skills of a developing child.

5.a. Evaluates children's activities of daily	Student documents activities of daily living
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living skills.	skills on the Current Levels of Performance.
5.b. Writes appropriate recommendations for intervention to improve activities of daily living skills in children.	Student writes feasible and functional recommendations to improve daily living skills on Current Levels of Performance.

6. Students will design and make an appropriate toy to facilitate a child's learning.

6.a. Design and build a toy using locally available materials.	<p>Student will present the toy in class, explaining the materials used and how it was built.</p> <p>Student will hand in a written description of the toy including materials used and how it was constructed.</p>
6.b. Demonstrate how the toy addresses particular needs of a specific child.	Student will document how the toy addresses specific needs of the child in the Current Levels of Performance.
6.c. Write one appropriate goal and two objectives for using the toy with the child.	<p>Student will state the goal and objectives of the toy during a class presentation and will also explain why these are appropriate for the child.</p> <p>Student will hand in written description of the toy including one goal and two objectives.</p>

7. Students will use safe positioning, lifting and transfer skills.

7.a. Demonstrate good body mechanics when transferring or lifting children or objects.	<p>Student will demonstrate good body mechanics during clinical activities in classrooms and homes, as observed by mentors and instructors (check list).</p> <p>Students will demonstrate good body mechanics during practical exam in class.</p>
7.b. Safely transfer children using standing pivot transfer, 2-person transfers, and one person dependent transfers from wheelchair to and from floor, and wheelchair to bed/plinth.	<p>Student will demonstrate safe transfers during clinical activities in classrooms and homes, as observed by mentors and instructors (check list).</p> <p>Students will demonstrate safe transfers during practical exam in class.</p>
7.c. Safely and appropriately position others in prone, supine, sidelying, and sitting using appropriate supports.	Student will demonstrate good positioning of others during clinical activities in classrooms and homes, as observed by

	mentors and instructors (check list).  Students will demonstrate good positioning of others during practical exam in class.
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8. Students will communicate effectively orally and in writing with other team members.

8.a. Write effective goals and objectives including measurable timelines and criteria for success.	Students will write effective goals and objectives for a child on the Current Levels of Performance.
8.b. Use Subjective, Objective, Assessment, and Plan (SOAP) documentation in their clinical placements.	Students will document at least six interactions with children in school and home using SOAP notes.
8.c. Use correct terminology to describe clinical features such as joint movement, reflexes, muscle tone, specific disabilities, and movement/mobility.	Students will use correct terminology in all written assignments including MAPS and CLOP. Students will follow directions during practical exam when they are given using clinical terminology.

**II. Texts and Material:**

Werner, David (1987). *Disabled Village Children*. Berkeley, CA: Hesperian Foundation.  
Other materials as provided by instructor.

**III. Reference Material:**

Federated States of Micronesia Department of Health, Education, and Social Affairs, National Division of Education (2000). *Handbook of Special Education Procedures, Guidelines, and Forms*, revised. Author.

**IV. Course Contents**

- Working on a team
- Working with children and families
- MAPS
- Assessing developmental motor and self-help skills
- Current Levels of Performance
- Designing and providing intervention for motor and self-help skills in children
- Communicating effectively within a team
- Making toys from locally available materials
- Safe lifting and transfer techniques

**V. Instructional Cost**

None

**VI. Methods of Instruction**

Community-based activities in schools and homes  
One-on-one mentoring of students  
Practice applying skills with children and families  
Practice with writing and oral communication  
Working on community-based teams  
Designing and providing intervention with children with support  
Classroom-based presentations

**VII. Evaluation**

Practical examination  
Student presentations  
Written assignments  
Checklists of skills by clinical faculty

**VIII. Attendance Policy**

The standard COM-FSM attendance policy applies to this course.

**IX. Academic Honesty Policy**

The standard COM-FSM academic honesty policy applies to this course.