

Psychology (PSYC) 389

Learning Disabilities: Issues and Interventions (Revision 9)

Delivery mode: Individualized study online [↗](#) with eText [↗](#)

Credits: 3

Areas of study: Arts, or Social Science

Prerequisites: An introductory 200-level psychology or a junior social science course is recommended but not required.

Precluded: PSYC 389 is a cross-listed course—a course available in two different disciplines—with EDPY 389. PSYC 389 cannot be taken for credit if credit has already been obtained for [EDPY 389](#). PSYC 389 can be taken for graduate level credit as PSYC 589 in the MAIS program. Credit cannot be received for both PSYC 389 and PSYC 589.

Challenge: PSYC 389 has a challenge for credit option.

Faculty: Faculty of Humanities and Social Sciences [↗](#)

Status: Replaced with new revision, see the [course listing](#) [↗](#) for the current revision [✕](#)

Overview

This three-credit, senior-level course is designed to increase your awareness of learning disabilities from a number of viewpoints and theoretical perspectives. While the course emphasizes understanding the issues surrounding the field of learning disabilities, it also examines assessment and remediation of learning and behaviour problems. Topics range from legislation pertaining to learning disabilities to providing services to individuals with learning disabilities.

Outline

- Unit 1: Foundations of Learning Disabilities
- Unit 2: Medical Perspective
- Unit 3: ADHD
- Unit 4: Assessment
- Unit 5: Educational Settings and Services
- Unit 6: Teaching Theories and Practices
- Unit 7: Oral Communication
- Unit 8: Reading
- Unit 9: Written Communication
- Unit 10: Mathematics
- Unit 11: Social and Emotional Behaviour
- Unit 12: The Family and Learning Disabilities
- Unit 13: Early Identification and Intervention

- Unit 14: Adolescents and Adults with Learning Disabilities
- Unit 15: Technology and Learning Disabilities

Learning outcomes

When you have completed PSYC 389, you will be able to do the following:

- Explain the definitions, themes, characteristics, contributing factors, and historical perspectives related to learning disabilities.
- Discuss the various medical and educational models of learning disabilities.
- Identify assessment strategies, and describe the different assessment tools that are available.
- Analyze the contributions of theorists developing an understanding of learning disabilities.
- Discuss issues in the field of learning disabilities and their impact on young children, adolescents, and adults.
- Explore issues related to learning disabilities in the research, and analyze how the findings could be used by professionals working with individuals with learning disabilities.
- Develop a case study complete with assessment and intervention strategies.
- Critically assess reading material related to learning disabilities.
- Integrate theory, research, and professional practice within the field of learning disabilities.


Evaluation

To **receive credit** [↗](#) for PSYC 389, you must complete the Planning Activity, five quizzes, and the Course Project. You must also achieve a grade of at least **D (50 percent)** [📄](#) on the Course Project and an overall course grade of at least 50%. The following table summarizes the evaluation activities and the credit weight associated with each activity.



Activity	Weight
Planning Activity	15%
Quizzes	40%
Course Project	45%
Total	100%

To learn more about assignments and examinations, please refer to Athabasca University's [online Calendar](#) .

Materials

Mercer, C., & Pullen, P. (2009). *Students with Learning Disabilities* (7th Edition). Pearson.  (eText)

eText

Registration in this course includes an electronic textbook. For more information on [electronic textbooks](#) , please refer to our [eText Initiative site](#) .

Challenge for credit

Overview

The Challenge for credit process allows you to demonstrate that you have acquired a command of the general subject matter, knowledge, intellectual and/or other skills that would normally be found in a university-level course.

Full information about [Challenge for credit](#)  can be found in the Undergraduate Calendar.

Evaluation

To [receive credit](#) for the PSYC 389 challenge registration, you must achieve a grade of at least **D (50 percent)** or higher on both the research paper and the examination.

Activity	Weight
Course Project	50%
Comprehensive Exam	50%
Total	100%



[Challenge for credit course registration form](#)

Important links

- › [Academic advising](#)
- › [Program planning](#)
- › [Request assistance](#)
- › [Support services](#)

Athabasca University reserves the right to amend course outlines occasionally and without notice. Courses offered by other delivery methods may vary from their individualized study counterparts.

Updated February 23, 2022, by Student & Academic Services

View **previous revision** [↗](#)