Course Outline for Learning Skills 116
LEARNING SKILLS - DIAGNOSTIC CLINIC AND STUDY SKILLS

Catalog Description:
LNSK 116 - Learning Skills - Diagnostic Clinic and Study Skills 2.00 units
Determination of eligibility for learning disabilities services through diagnostic testing. Includes state-mandated tests. Focus on compensatory methods as derived from test results.
Requisites: none
Grading Option: Pass/No Pass
Discipline:

<table>
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<tr>
<th>Units</th>
<th>Contact Hours</th>
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<tbody>
<tr>
<td></td>
<td>Week</td>
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<tr>
<td>Lecture</td>
<td>2.00</td>
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<tr>
<td>Laboratory</td>
<td>0.00</td>
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<tr>
<td>Clinical</td>
<td>0.00</td>
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<td>Total</td>
<td>2.00</td>
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Prerequisite Skills:
None

Measurable Objectives:
Upon completion of this course, the student should be able to:
1. demonstrate understanding of his/her learning strengths and weaknesses through testing that determines eligibility for learning disability services;
2. apply compensatory strategies based on these learning styles;
3. demonstrate newly acquired study skills techniques;
4. participate in educational testing that determines eligibility for services as a students with learning disability;
5. participate in class wide discussions, readings, and activities to explore options and strategies for effective study techniques (i.e. study groups; memorization techniques; etc);
6. demonstrate knowledge of definition of learning differences and how strengths and weaknesses can impact success in the college environment.

Course Content:

Course Content (Lecture)
1. Information on the various learning styles and deficits that impact students in academic classes
2. Films and reading material educating students about study skills techniques that can be used in other classes as it pertains to students with learning disabilities
3. Demonstrations of various learning strategies, accommodations and techniques the student may apply based on his/her test results
4. Use of learning profiles to explore academic and career paths
5. Evaluation of Academic Profile assessments: for example: LSI (Learning Style Inventory), ADSA (Attention Deficit Survey Analysis), MBTI (Myers Briggs Type Indicator)
6. Use of Individual Academic Psycho-Educational testing, for example: Woodcock Johnson IV; Weschler Adult Intelligent Survey

Methods of Presentation
1. Lecture/Discussion
2. Films
3. Standardized tests and informal assessments
4. Class discussion
5. Individual conference with student to review assessment results

Assignments and Methods of Evaluating Student Progress
1. Typical Assignments
   A. Complete the Learning Skills Inventory. Be sure to answer all questions so that your student profile will be complete.
   B. Write a 200 word essay about your high school experience. Include what classes you like or dislike and why.
   C. Growth mindset video activity: students research what it is to have growth mindset as it pertains to academics.
   D. Tour campus facility and resources available to them.
2. Methods of Evaluating Student Progress
   A. Class Participation
   B. Homework
   C. Knowledge of personal learning styles
D. Utilization of compensatory study skill techniques based on reading a variety of assigned material
E. Final conference

3. Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. demonstrate newly acquired study skill techniques.
B. increase their understanding of applying compensatory learning strategies based on individualized learning style (preference).
C. increase their understanding of their learning strengths and weaknesses.

Textbooks (Typical):
2. - (0). Meyers-Briggs Type Indicator - Form G Consulting Psychologists Press.
3. College Students with Learning Disabilities - AHEAD pamphlet
4. College Students Who Have ADHD - AHEAD pamphlet

Special Student Materials

Abbreviated Class Schedule Description:

Determination of eligibility for learning disabilities services through diagnostic testing. Includes state-mandated tests. Focus on compensatory methods as derived from test results.

Requisites: none