

COCONINO COMMUNITY COLLEGE DISABILITY RESOURCES

NOTETAKER TRAINING

Thank you for volunteering!

Please complete the following items:

- Review the CCC DR Notetaker Guidelines and Code of Ethics
- Complete the Verification of 'Class Notes' Purchase Expense form with the help of the DR Specialist (This is how you receive payment at the end of the semester)
- Review this PowerPoint presentation and complete and return the Notetaker Quiz that was provided to you within seven days of signing up to be a notetaker.

Why does Disability Resources provide notetaking accommodations?

- The Government has established laws to protect the rights of individuals with disabilities, and to prevent discrimination on the basis of disability. They are the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. To review the two laws more closely, click the following links:

The Americans with Disabilities Act:

- www.ada.gov

Section 504 of the Rehabilitation Act of 1973.

- <http://www.hhs.gov/ocr/504.html>

- The ADA and Section 504 mandate equal access to education, employment, and public services for individuals with disabilities.
- Accommodations are provided to give students access to the college curriculum, not give unfair advantage.

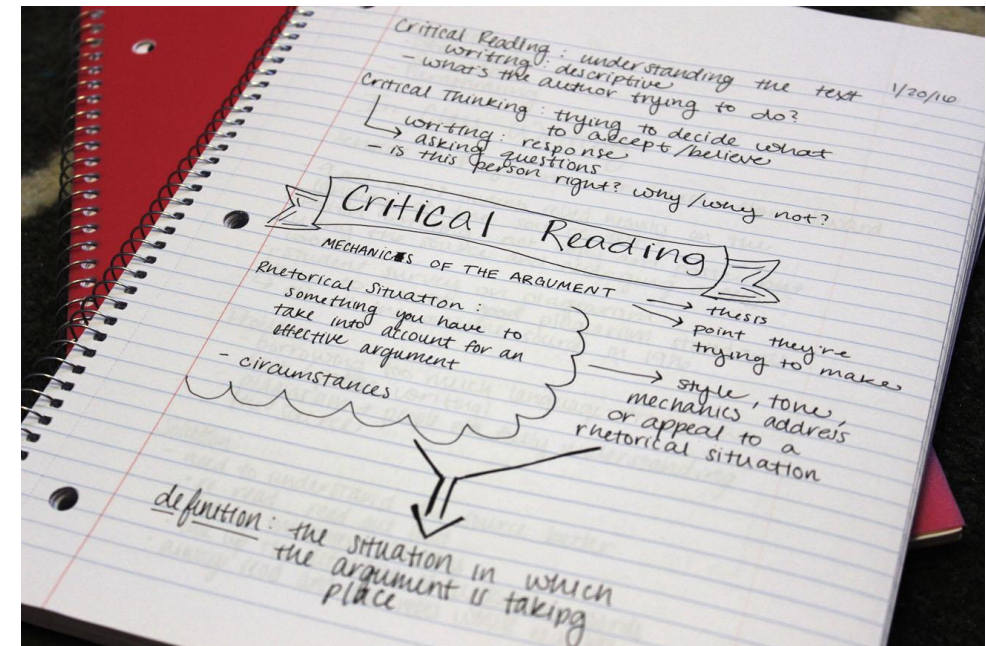


Why would a student need a notetaker?

There are many different reasons why students registered with DR may be requesting a volunteer notetaker.

Examples include:

- Students who are hard of hearing or deaf.
- Students with low vision or who are blind.
- Students with dexterity/motor skill difficulty.
- Students with learning disabilities.
- Students with ADD/ADHD.



Academic situations where a notetaker might be needed

- Class or lab lectures
- Class discussion
- Class guest speakers
- Class videos or films
- Class field trips or experiential learning

What are the benefits for the student receiving notes?

- Provides student with accurate information.
- Allows student to focus on the instructor.
- Increases student's confidence-
 - Student knows that he/she is receiving accurate information.
- Gives student access to classroom information that may have otherwise been missed.
- Gives student the opportunity to participate in classroom discussion
- Supplements the student's notes and provides a tool for notetaking improvement

What are the benefits for the volunteer notetaker?

Volunteers can receive *up to* \$20 per credit hour available at the end of the semester by **completing** the notetaker quiz.

- 4 credit hours class = \$80.00
- 3 credit hour class = \$60.00

If you **do not** complete the notetaker quiz you will receive up to \$15.00 per credit at the end of the semester

- 4 credit hour class = \$60.00
- 3 credit hour class = \$45.00



Volunteer Notetaking Guidelines

- Be on time to class
- Take notes for assigned student only
- Give notes to student after each class, or drop off notes (labeled with course and section number) to Disability Resources. Students and volunteers should work out a method that is suitable for each party.
- Amount of compensation will be prorated if student drops course, or if student begins later in the semester.
- Volunteers who do not fulfill notetaking commitments for semester may be not eligible for compensation.
- Students who have a volunteer notetaker understand that receiving notes is not a substitute for class attendance.

Other important items to consider

- Volunteers must practice confidentiality and not share any information to others regarding the student that they are providing notes for.
- Volunteers must provide notes in a timely manner (by the end of the day).
- Volunteers should do their best to provide the instructor's information, views and opinions and should refrain from interjecting their own opinions in this information.
- Volunteers are not expected to tutor.
- Volunteers should follow up with Disability Resources if there are any questions/concerns.

Strategies to assist you in taking more accurate, complete, and organized notes

- Use a ball point pen for notetaking.
- Put a heading and a date on your notes for each class session.
- If possible, use a similar notetaking format throughout the semester.
- Leave margin space on the paper for the student to add his/her own comments later.
- Make sure your handwriting is legible.
- Correct spelling errors and make sure all abbreviations have been properly explained.



Notetaking Formats

The following slides provide you with examples of notetaking formats you might wish to use.

- Two-Column Format
- Outline Format
- Paragraph Format

Example of a Two-Column Format

- Fold paper or use ruler to make dividing line.
- Take notes as usual in larger column.
- Fill in key points column with words or phrases to alert you.

RCS 6080 Prof. Swett (Header info on 1 st page)	02/03/06 Page 1 (Date & number each page)
Use this column to emphasize Key Points	Use this column for taking notes as usual.
<p>Jeremy Lott - guest speak jlott@ufl.edu Psychiatric Disorders</p>	<p><u>Mood Disorders</u></p> <ul style="list-style-type: none"> • Depression: <ul style="list-style-type: none"> ◦ Psychotherapy ◦ ECT - Electro Convulsive Therapy ◦ Medications > prozac, Zoloft, wellbutrin • Vocational Applications <ul style="list-style-type: none"> ◦ Miss work & lower productivity • Accommodation <ul style="list-style-type: none"> ◦ Change work environment
<p>Note: Jerme's PowerPoint presentation will be posted on Dr. Swett's webpage</p>	<p><u>Bipolar Disorder</u></p> <ul style="list-style-type: none"> • Manic-depressive • Episodes of depression an mania • Elevated mood swings • Symptoms <ul style="list-style-type: none"> ◦ Grandiosity, der. Sleep, rushed speech • With mania - sometimes hallucinations • Follow a depression episode • Treatment <ul style="list-style-type: none"> ◦ Individual psycho-therapy ◦ Medications <ul style="list-style-type: none"> ▪ Lithium, depakote, zyprexa ◦ Crisis stabilitation
<p>Note: There is Bipolar I And Bipolar II</p>	<p>Recommendations for internship sites:</p> <ol style="list-style-type: none"> 1. Meridian 2. Vista 3. Metamorphosis
<p>Intern ship Sites for Psychiatric Disorders</p>	

Example of an Outline Format

- Label outline levels.
- Be consistent in your labeling.
- Each level can be one word or short phrase.
- Leave space for editing later.

RCS 6080 Prof. Swett (Header info on 1 st page)	02/04/06 Page 1 (Date & number every page)
<p>I. <i>Persons With Disabilities (PWD) labeling</i></p> <p>A. <i>Language</i></p> <ol style="list-style-type: none">1. <i>PWD places person first</i>2. <i>Helps decrease labeling & stereotyping</i> <p>B. <i>If unsure</i></p> <ol style="list-style-type: none">1. <i>Ask person</i>2. <i>may have a cultural preference</i><ol style="list-style-type: none">a. <i>Deaf</i> <p>II. <i>Categories of Disabilities</i></p> <p>A. <i>Physical</i></p> <p>B. <i>Visual (sensory)</i></p> <p>C. <i>Cognitive</i></p> <p>D. <i>Hearing (sensory)</i></p> <p>III. <i>Rehabilitation Disciplines</i></p> <p>A. <i>Physiatry</i></p> <ol style="list-style-type: none">1. <i>non-surgical (therapy)</i><ol style="list-style-type: none">a. <i>emphasis is reconditioning</i> <p>B. <i>Physical Therapy (PT)</i></p> <ol style="list-style-type: none">1. <i>mobility & strength</i> <p>C. <i>Occupational Therapy (OT)</i></p> <ol style="list-style-type: none">1. <i>activities of daily living (ALD)</i> <p>D. <i>Speech Language Therapy</i></p> <ol style="list-style-type: none">1. <i>expressive & receptive skills</i>2. <i>eating & swallowing</i> <p>E. <i>Rehab counselor</i></p> <ol style="list-style-type: none">1. <i>case manager</i><ol style="list-style-type: none">a. <i>discharge planning</i>	
<p><i>Physiatry: physis (nature) + iatreia (healing) = rehabilitation</i></p>	

Examples of a Paragraph Format

- Each sentence should express a complete thought.
- Keep paragraphs short.
- Make sure important info is not buried in the text.
- Leave plenty of white space for editing notes.

Persons With Disabilities (PWD) & Rehabilitation Disciplines

Person first language places the person before the disability. This helps decrease labeling and stereotyping.

If you are unsure how to address a PWD ask them for their preference. For example some people that are deaf or blind prefer to acknowledge their disability first for cultural reasons.

Categories of Disabilities include:

- ★ • Physical
- Visual (sensory)
- Cognitive
- Hearing (sensory)

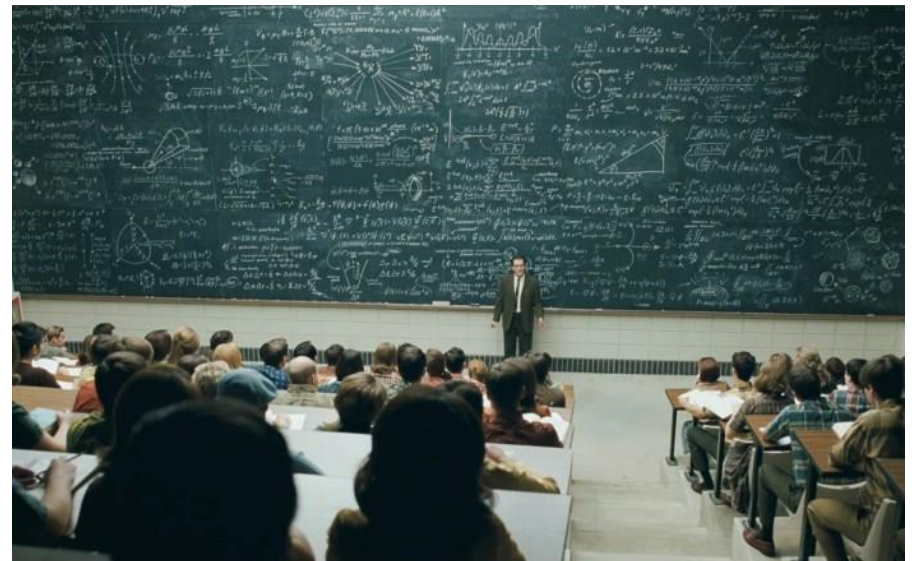
There are various types of disciplines within rehabilitation. These disciplines may include:

- *Physiatry which takes a non-surgical approach (therapy) to rehabilitation. The emphasis is on reconditioning.*
- *Physical therapy works directly with mobility.*
- *Occupational therapy works specifically with activities of daily living.*
- *Speech language therapy increase expressive and receptive language skills and also assists in developing chewing and swallowing skills.*
- *Rehab counselors often referred to as case managers are mostly involved in outpatient discharge planning.*

Physiatry: physis (nature) + iatreia (healing) = rehabilitation

Other strategies, or instructor cues

- “You should remember that...”
- “Be sure to write this down...”
- “This will be on the test, quiz, midterm...”
- If the teacher places information on the board or overhead, it should be in your notes.



Disability Resources Contact Information

- Jarrett Stoll, DR Coordinator
 - 928-226-4232
 - Jarrett.stoll@Coconino.edu

- Student Support Services Reception Desk
 - 928-226-4323