

2013

EDSP 503-01 Communication and Collaboration

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XAVIER UNIVERSITY

College of Social Sciences, Health, and Education

Department of Secondary and Special Education

SP ED: COMMUNICATION AND COLLABORATION

CRN 96570 EDSP 503 – 01 (3 credits)

Fall, 2013

Day and Time: DAY: Monday TIME: 4:30 – 7:15

Dates: August 26, – December 16, 2013

Location: Cohen-1st Hour: Room 128B
2d Hour & half: Room 35

Instructor: Tom Breen
INSTRUCTOR EMAIL: breen@xavier.edu
INSTRUCTOR HOME PHONE NUMBER: 528-5089

XU Special Education Office Phone (513) 745-3485 (Mail Location 7321)

Office Hours: By appointment only

COURSE DESCRIPTION:

This course addresses the issues and practices concerning family systems and role of family; models and strategies for consultation and collaboration; effective communication with families, school personnel; and, professional ethics, responsibilities and confidentiality. Students experience self-assessment and interpersonal skills needed for teaming and collaboration in educational settings with parents, teachers, administrators, paraprofessionals, and other specialists covering all exceptionalities and cultural settings. Role playing, and small group practices in teaming and collaboration roles. **Required field experience in diverse settings - 5 hours.**

REQUIRED TEXT:

Friend, Marilyn. Cook, Lynne. Interactions Collaboration Skills for School Professionals. Pearson, 2013.

***** IMPORTANT NOTE*****

Please be sure that you carefully and thoroughly read all the assigned chapters in your text books. The material in your text book may be covered in the PRAXIS tests you will take to qualify for your teaching license. If you do not fully understand certain material addressed in your textbooks and those details specifically covered during class time, it is your responsibility to ask the instructor to clarify that information or suggest possible resources.

COMMUNICATION

This is very important! Like you, I have a responsibility to this learning situation. Please feel free to contact me at any reasonable time at work or through the Special Education Department. If life circumstances interfere with class performance, requirements or attendance, contact me immediately. Individual needs will be addressed. Communication is necessary and expected.

Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the instructor personally to discuss the specific needs. Please also contact the Learning Assistance Center at 513-745-3280 on the Fifth Floor of Conaton Learning Commons to coordinate reasonable accommodations.

CEC Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). *CEC Policy Manual*, Section Three, part 2

(p. 4). Reston, VA: Author. Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

COURSE OBJECTIVES	COURSE ASSESSMENT ACTIVITIES
<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Family systems and the role families play in the educational process and in developing supportive environments. OSTP – 6.2 CEC – 9 & 10 2. Models and strategies of mentoring and collaboration. OSTP -6.1 thru 6.4 CEC – 1, 5, 6, 9 & 10 3. Roles of individuals with exceptional learning needs, families and community personnel in planning of an individual program including addressing specific learning needs. OSTP – 6.1, 6.2 & 6.4 CEC – 1, 5, 6, 9 & 10 4. Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, and school personnel, and community members. OSTO -6.1 thru 6.4 CEC – 1, 5, 6, 9 & 10 5. Types and importance of information concerning individuals with disabilities available from families and public agencies. OSTP – 6.1 thru 6.4 CEC – 1, 5, 6, 9 & 10 	<ol style="list-style-type: none"> 1. School Interactions Role Play (Simulation of IAT, MFE, IEP or other formal and informal types of Interactions) School Clinical Interviews - Field Experience (Assessment of roles & responsibilities) Applied Inter-professional Collaboration Program 2. Collaboration Learning Folder (A companion folder composed for the class text) 3. School Interactions Role Play (Simulation of IAT, MFE, IEP or other formal and informal types of interactions) School Clinical Interviews – Field Experience (Assessment of roles & responsibilities) Applied Inter-Professional Collaboration Program 4. Collaboration Learning Folder (A companion folder composed for the class text) 4. School Interactions Role Play (Simulation of IAT, MFE, IEP or other formal or informal types of interactions)

<p>Skills: Students will demonstrate the following skills:</p> <ol style="list-style-type: none"> 1. Maintain confidential communications about individuals with exceptional learning needs including communications with school personnel and families. OSTP 6.2 & 6.3 CEC – 9 & 10 2. Foster respectful and beneficial, caring relationships between families and professionals. OSTP -6.2 CEC – 9 & 10 3. Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team. OSTP – 6.2 CEC – 9 & 10 4. Plan and conduct collaborative conferences with individual with exceptional learning needs and their families. OSTP – 6.2 CEC -9 & 10 5. Use group problem-solving skills to develop, implement, and evaluate collaborative activities. OSTP – 6.1 Thru 6.4 CEC -1, 5, 6, 9 & 10 6. Conduct professional activities in compliance with applicable laws and policies. OSTP -7.1 	<ol style="list-style-type: none"> 1. School Interactions Role Play (Simulation of IAT, MFE, IEP or other formal and informal types of interactions) 2. Collaboration Learning Folder (A companion folder composed for the class text) 3. School Interactions Role Play (Simulation of IAT, MFE, IEP or other formal and informal types of interactions) School Clinical Interviews – Field Experience (Assessment of roles & Responsibilities) 4. School Interactions Role Play (Simulation of IAT, MFE, IEP or other formal and informal types of interactions) School Clinical Interviews – Field Experience (Assessment of roles & responsibilities) 5. Collaboration Learning Folder (A companion folder composed for the class text) 6. School Interactions Role Play (Simulation of IAT, MFE, IEP or other formal and informal types of interactions) Applied Inter-Professional Collaboration Program
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<p>CEC – 1 & 9</p>	
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DATE	CALENDAR TOPICS	CALENDAR READINGS/ASSIGNMENTS
08/26	Introduction (Self, Others & Class-Introduction)	
09/02	Holiday (Labor Day)	
09/09	Chapter 1	P. XXIV < LF, RP, A&P
09/16	Chapter 2	P. 26 < LF, RP, A&P
09/23	Chapter 3	p. 54 < LF, RP, A&P

DATE	CALENDAR TOPICS	CALENDAR READINGS/ASSIGNMENTS
09/30	Chapter 4	P. 82 < LF, RP, A&P
10/07	Chapter 5	P. 106 < LF, RP, A&P
10/14	Chapter 6	p. 134 < LF, RP, A&P
10/21	Chapter 6	P. 134 < LF, RP, A&P
10/28	Chapter 7	P. 160 < LF, RP, A&P
11/04	Chapter 8	P. 188 < LF, RP, A&P

DATE	CALENDAR TOPICS	CALENDAR READINGS/ASSIGNMENTS
11/11	Chapter 09	P. 212 < LF, RP, A&P
11/18	Chapter 10	P. 244 < LF, RP, A&P
11/25	Chapter 11	P. 266 < LF, RP, A&P
12/02	Chapter 12	P. 292 < LF, RP, A&P
12/09	Chapter 13	P. 308 < LF, RP, A&P
12/16	Checkpoint Week	<p>1.Collaboration Learning Folder Due (Discuss & Reflect)</p> <p>2.Role Play Performances Evaluation (Discuss & Reflect all previous collaborations using Tri-Axial Model)</p> <p>3.Applied Inter-Professional Collaboration</p>

DATE	CALENDAR TOPICS	CALENDAR READINGS/ASSIGNMENTS
	<p>Have A Great Christmas & New Year.</p>	<p>Program Evaluation (during that class)</p> <p>4.School Clinical Interviews-Field Experience (Discuss & Reflect)</p> <p>5.Attendance & Participation(Discuss & Reflect)</p>

COURSE ASSIGNMENTS:

All work must comply with the Academic Honesty Policy stated in the Xavier University Catalog. Please refer to it. Assignments and checkpoints are due on posted calendar dates or dates adjusted during class time. Unless previously arranged, no late assignments, or checkpoints will be accepted. Course assignments and requirements may be changed to meet the needs of the students and/or instructor. Below is a brief description of course assignments:

1. There will be a **Collaboration Learning Folder** composed of activities from the text as well as other handouts and activities completed in class. See rubric for details.
2. There will be a role play of various **School Interactions** (IAT, MFE, IEP or other formal type meetings). Students will be assembled into some of the various school teams to practice the knowledge and skills gained from the course.
3. For graduate students, there will be a **report of an article on any topic related to the course** consisting of an outline of the article as well as a reflection. The reflection of learning will be composed of two points: 1. What was learned? 2. How does one intend to use the information in their school setting or future school setting?
4. There will be a required **field experience (5 Hours)**. The field experience will consist of brief interviews of the roles & responsibilities of the various professionals within the school setting. The following are those to include in your interview: **Principal, School Secretary, School Nurse, Teacher, Special Education Teacher, Speech & Language Therapist, School Psychologist, Physical Therapist, Occupational Therapist, Maintenance & Director of the Cafeteria.**
In addition, the following are the questions to be included: a. What is your role & responsibilities as a ...? b. How do you communicate one's role & responsibilities clearly to students, families, and other professionals? c. How do you recognize one's limitations in skills, knowledge, & abilities? d. How do you explain the roles & responsibilities of other care providers and how the team works together to provide care? e. How do you engage in continuous professional & interprofessional development to enhance team performance? There will also be a report of one's interviews. The format for the report will include the following: Title Page, and the responses to the above five questions.
5. **Class participation and Attendance expectations:** It is expected that all students will read all assigned materials and professionally contribute / participate in class discussions. The purpose of these readings is to assist the students in their process of becoming an intervention specialist to discuss professionally the issues and areas of curriculum development and instructional planning/implementation involved with general and special education.
Class attendance is required and an essential part of the course. Failing to attend, to Come late, to leave early, and/or not participate in class discussions will affect your grade.

EVALUATION

1. Collaboration Learning Folder = 100 points
2. Role Play of School Meetings (Each Week)=100
3. Field Experience (Interviews)=100
4. Applied Inter-professional Collaboration Program (See Nursing Syllabus) = 100 points
5. Attendance & Participation = 100 points

TOTAL.....500 points

GRADUATE GRADING SCALE

100 – 93 = A	79 – 77 = C+
92 – 90 = A-	76 – 74 = C
89 – 87 = B+	73 – 70 = C-
86 – 84 = B	ETC.
83 – 80 = B-	

Rubrics:

Rubric for Collaboration Learning Folder-100 Points

Assignment Requirements	100 Points	85 Points	60 Points
Question & Response Format	The format for the workbook will consist of the thirteen chapters. Have a title page for each chapter.	The format for the workbook will consist of the eleven chapters. Has a title page for each chapter.	The format for the workbook will consist of the nine chapters. Does not have a title page for each chapter.
	Using the SQ3R model, create a question-response study guide for each of the thirteen chapters. A handout on the SQ3R will be provided in class at our first meeting.	Create study guide and LDP. Responses include some of the main ideas within the text to fulfill the requirements of the exercise.	Create study guide and LDP. Response is inadequate or so incomplete as to constitute failure.
	Additional activity sheets and handouts will be placed within their appropriate chapters.		
Total Points			

Comments:

Role Play of School Meetings-100 Points

Assignment Requirements	100 Points	85 Points	60 Points

Role Play	Teams will role play all the formal and informal types of school interactions such as an IAT, MFE or IEP according to the standard procedure or format for said meeting.	Teams will role play IAT, MFE or IEP type meetings with some minor detours in standard procedure.	Teams will role play IAT, MFE or IEP type meetings with major detours in standard procedure.
Reflection	Teams will evaluate each other in terms of the Tri-Axial Model (Stage of Team, Individual Problems, & Team Problems). An evaluation handout form will be provided.	Teams will utilize the evaluation form for the Tri-Axial Model with minor lapses in attention to the entire performances of the teams.	Teams will utilize the evaluation form for the Tri-Axial Model with major lapses in attention to the entire performances of the teams.

Comments:

Field Experience – 100 Points

Assignment Requirements:	100 Points	85 Points	60 Points
Field Experience	Student will complete a brief five question interview of the various professionals within a school setting that include the following professionals: Principal, School Secretary, School Nurse, Teacher, School Counselor, Special Education Teacher, Speech & Language Therapist, Physical Therapist, Occupational Therapist, Maintenance, & Director of the Cafeteria.	The student reviews the article, but leaves out key ideas or concepts.	The student fails to review the complete article and define main ideas (or) provides incorrect information.

	See above for the five questions for your interviews.		
Professionalism in Writing Report	<p>The report should meet all of the following requirements:</p> <ul style="list-style-type: none"> ▪ 1 -2 pages ▪ Typed ▪ Double spaced ▪ 0 grammatical errors ▪ Complete and On-Time 	<p>The report should meet all but one of the following requirements:</p> <ul style="list-style-type: none"> ▪ 1 -2 pages ▪ Typed ▪ Double spaced ▪ 1-2 grammatical errors ▪ Complete and On-Time 	<p>The report should fail to meet more than one of the following requirements:</p> <ul style="list-style-type: none"> ▪ 1 -2 pages ▪ Typed ▪ Double spaced ▪ 3 or more grammatical errors ▪ Complete and On-Time
Total Points			

Comments:

Applied Inter-Professional Collaboration Program Rubric-100 Points

Assignment Requirements	100 Points	85 Points	60 Points
Clinical Activity	Student will participate in a Group Project-Simulation Case Study.	See Nursing Syllabus	See Nursing syllabus
Clinical Performance	Students will be randomly assigned to 8 groups (n==5/group) creating an inter-professional team. An outline of a simulation scenario will be provided for development by the team to focus on 1 of 8 topics: (we may create 1-3	See Nursing syllabus	See Nursing syllabus

	<p>elaborate scenarios which then have different learning objectives and outcomes for the 8 groups)</p> <ul style="list-style-type: none"> -Values IP Roles -Teambuilding -Collaboration -Self-Awareness -Innovation -Negotiation -Health Informatics/Tele-Health -Communication <p>The team will create the scenario given a template, developing objectives, outline the scenario (setting, equipment, assigning roles, evaluation checklists, debriefing questions). The team will enact the scenario in a time scheduled (out of class) and video-tape to be shared in class 13 or 14.</p>		
Total Points			

Comments:

Attendance and Participation Rubric – 100 points

Assignment Requirement	Professional Quality 100 points	Needs Improvement 85 Points	Unprofessional Quality 60 Points
Attendance	One absence (Emergency).	Two absences (Emergency).	Absent 2 or more times. Also, with each additional class missed one will receive a

			minus 10 points.
Participation	Is attentive and participatory in group discussions, frequently asks questions or volunteers information	Frequently disengaged in group discussions, rarely asks questions or volunteers information	Obvious lack of participation in group activities and other behaviors such as sleeping and/or inattentive in class;
Total Points			

Comments: