

**HS 413: Working with Families of Individuals with Disabilities in Human Services**  
**ANDERSON UNIVERSITY (SC)**  
**Syllabus**

**I. COURSE INFORMATION**

HS 413: Working with Families of Individuals with Disabilities in Human Services

Credit Hours: 3 CREDIT HOURS

**Course Description:** This course will focus on the in-depth study of generalist practice with individuals and families. The course emphasizes the development of professional helping skills for working directly with individuals and families. Practice roles, value dilemmas, and working with people of diverse backgrounds will be highlighted.

**Prerequisites:** None

**About the Course:** This is a **flex program** course formatted in a seven-week term. All course material is due the final date of the course. The suggested due dates/pace guides for application assignments in the modular path and projects in the major projects path will be posted on CANVAS. Make sure to check in with your academic success advisor and instructor routinely throughout the term. (The recommended time for course work per week is 18-20 hours, including reading and assignments).

**II. INSTRUCTOR INFORMATION**

See Canvas

Office Location: Online via Canvas

**III. REQUIRED MATERIALS**

See Canvas

\* Supplemental articles and videos on Canvas classroom

Additional Materials: Headset with/microphone; Webcam (integrated or standalone)

**Technology Expectations:**

Students should have a reliable computer and Internet in order to access course materials and complete assignments. Since this course is web-based, there are some expectations as to technical skills, which include uploading, downloading, and general computer skills. Instructors may require additional software or hardware.

**Online Time Expectation:**

In college classes, there is a general expectation that learners will need to spend two hours out of class for every hour in the classroom. Therefore, in an online 16-week class, you should expect to work on your course for a minimum of 9 hours each week. For an online 7-week class, you should expect to work on your course for a minimum of 18 hours each week.

**Learner Expectations:**

In your online and blended courses, you are expected to be an active participant in the course. Even though you may not see your classmates and instructor, AU online and blended courses are designed to include discussion and other forms of collaboration and communication. You should be willing and ready to regularly communicate with classmates and instructors online. You will participate in weekly activities in your courses. You will need to log into your course and check your official Anderson University email account daily. Doing so will allow you to view announcements, participate in class activities, assignments, online discussions, and complete assessments. You are expected to complete all assignments, quizzes, tests, and any other activities by the due date. If difficulties or unforeseen circumstances arise during the course term, please contact the instructor promptly so that accommodations can be arranged.

Also, remember to use proper “network etiquette” when communicating with our peers. See the website, <http://www.albion.com/netiquette/corerules.html>, pertaining to “netiquette”. We will be respectful and mindful of one another in this course. Please remember that we all have different opinions and it is ok to disagree but it is important to do so in a respectful manner.

Do not hesitate to ask questions. You are strongly encouraged to contact your instructor if you have course related questions regarding course concepts, assignments, and feedback provided to you. It is recommended that you contact your instructor using the LMS well in advance of the due date. Also, your instructors have set aside specific times to be available for phone conferences or chat sessions if you need additional course-related support. When you email questions one of your instructors refer to the course syllabus to view their policy on response time.

## **GETTING STARTED:**

In the Human Services courses, you will want to “Decide Your Path” for each course. Review if you want to take the Major Projects Route or the Modular Route. There is a pre-test to determine your knowledge in the course to determine which may be the best fit for you.

Go to the “Getting Started” section in your course.

Getting Started: This course is built using modules, so you'll find everything needed for our program in the Modules tab in the left sidebar. Each module has an overview, so you'll want to start with Module 1 Overview. There's also a Syllabus page that I've used to give you an overview of the course and to demonstrate the functionality of that feature.

## **IV. COURSE PURPOSE, COMPETENCIES, GOALS, AND OUTCOMES**

### **COURSE PURPOSE:**

The course emphasizes the development of professional helping skills for working with families of individuals with disabilities. This class will examine the models and methods for helping families of individuals with disabilities cope and adjust with their given situation. Students will learn and practice assessment and intervention techniques for work with families of individuals with disabilities. In this course, the student will learn about the importance of relationships, social networks, family support and individualized support for people with disabilities. Students will also review and analyze the legislative policies pertaining to families of individuals with disabilities and individuals with disabilities. Needs of this population are explored as well as programs, services, and innovations in service provision

### **COMPETENCIES for HS 413**

- Acting Ethically (1)
- Advocating for Others (2)
- Preventing and Managing Crisis (3)
- Managing Processes (4)
- Empowering Clients and Populations (5)
- Communicating Effectively (6)

- Planning and Managing Change for Clients (7)
- Planning and Managing Change for Communities and Organizations (8)
- Creating and Managing Interventions (9)
- Acting as an HS Professional (10)
- Understanding Human Systems (11)
- Understanding and Setting Policy (12)
- Making Sense of Information (14)
- Understanding the History and Context of HS (15)
- Understanding HS Systems (16)

**GOALS (Overarching and Ancillary):**

By the end of this course students will:

- Students will describe and evaluate current research underlying working with families and individuals with disabilities.
- Students will demonstrate an understanding of families' adaptation to disability and the issues that families face in these situations.
- Students will demonstrate an understanding of key professional skills involved in working with families and individuals with disabilities effectively.
- Students will develop a practical resource that would be useful for working with families and/or individuals with disabilities.
- Students will articulate inclusive practices in working with families and individuals with disabilities.

**See Appendix A for additional course information**

**IDEA Student Learning Outcomes:**

## **Essential**

- Gain a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

## **Important**

- Developing skill in expressing oneself orally or in writing
- Learning to analyze and critically evaluate ideas, arguments, and points of view

## **V. CONTENT OUTLINE AND METHODS OF INSTRUCTION**

### **Content Outline:**

Decide Between the Two Paths Within the Course:

In each of the HS courses, a student will have the option to choose between two paths, a Major Projects Route or the Modular Route. Students will want to make the decision with the input of their Academic Success Advisor and instructor.

### **Major Projects Route:**

For the major projects route, students will have two written projects, each with an online presentation component. These major projects will ensure a student meets the same competencies as the modular route, but it allows the student to demonstrate those competencies in a more expedited, cohesive manner. Each of the competencies will also have linked resources and students will interact with instructors and peers on a weekly basis via web conference and the Academic Success Advisor will be checking in with students weekly as well.

### **Modular Path Route:**

If a student decides to go the modular route, they'll work through seven modules at personalized pace (do not have to accelerate if student does not want to, follow pacing guides)

as well over the term. Each module has an overview with specific competencies, resources, and assignments. Each module can typically be completed in one week or sooner. Students will still meet with their instructor and peers during a web conference session each week and with the Academic Success Advisor weekly as well.

**Methods of Instruction:** This is an online classroom. We will have textbook chapter readings, lecture notes, as well as short videos to view on specific topics for each module. Students will participate in weekly zoom sessions.

To assist students with learning proper APA formatting, there will be resources provided and students are responsible for complete a quiz on the content.

## **VI. METHODS OF ASSESSING ACHIEVEMENT OF LEARNING OUTCOMES**

### Graded Projects

\*See Pacing Guides for suggested due dates for all application assignments and/or major projects.

### **Major Projects Route:**

Pre-test:

The pre-test acts as a guide of your knowledge base for this course. It helps you determine what areas you need to spend more time.

Major Projects (x2) and Presentations (x2): 90%

Knowledge Checks (Optional)

Zoom Sessions: 5% participation grade

- Students must participate in four sessions to receive full participation credit

Post-test: 5% of final grade

- The post-test allows you to show your competency of the course as a whole.

### **Modular Path Route:**

Pre-test:

The pre-test acts as a guide of your knowledge base for this course. It helps you determine what areas you need to spend more time

Module Application Assignments (x14): 90% of final grade

Knowledge Checks (Optional):

Zoom Sessions: 5% participation grade

- Students must participate in four sessions to receive full participation credit

Post-test: 5% of final grade

- The post-test allows you to show your competency of the course as a whole.

## **VII. STUDENT FEEDBACK AND GRADING POLICIES AND PROCEDURES**

Grading Scale:

<b>Percent</b>	<b>Grade</b>
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

### **Demonstration of Proficiency:**

Students will have two opportunities to demonstrate proficiency of the modular route assignments and two opportunities to demonstrate proficiency of the major projects route

assignments. If student does not demonstrate proficiency in the allotted time, a grade of 0 will be given for that assignment and will count toward the student's final grade for the course.

### **Pacing Guides:**

[Major Projects Pacing Guide](#)

[Module Path Pacing Guide](#)

### **Rubrics**

Rubrics will be provided in each course for all written assignments. All written assignments are to be completed in APA writing style unless otherwise noted by the course instructor.

### **STUDENT FEEDBACK**

Students can expect the instructor to respond to emails within 24-48 hours. Students can expect the instructor to grade an assignment, at times provide feedback comments, and update the Canvas grade-book within 7-10 days after the due date, but preferably 3-5 days for accelerated courses (depends upon scope and nature of the assignment as well as length of course). Students can access grades by logging into Canvas (located in the online course on the left control panel).

### **VIII. COMPUTER AND INFORMATION TECHNOLOGY USAGE**

University Email: All students are assigned and expected to maintain an e-mail address on the Anderson University e-mail system. Learners are expected to check their e-mail several times each week in an online course. Students are responsible for all material, assignments, and announcements sent by e-mail. Ignorance of course requirements, instructor statements and directions, and University announcements or policy statements sent through University e-mail is not an acceptable excuse.

### **Technical Support**

If you encounter technical support issues (e.g., LMS is unavailable, username and password are not working), you should immediately contact the IT Help Desk. In your communication with



the IT Department, be sure to describe the nature of your problem with as much detail as possible so they can provide the best possible assistance. You are encouraged to first contact the IT Help Desk using the web-based support system listed below. If you are unable to login to the system, you can reach them via phone.

Help Desk Website: <https://helpdesk.andersonuniversity.edu>

Help Desk Phone: (864) 231-2859

### **Course Related Support**

If you encounter problems in your online or blended course are beyond technical problems, contact the Center for Innovation and Digital Learning (CIDL). The CIDL manages online and blended learning at AU. The following issues are valid reasons to immediately contact the CIDL:

An online exam or assignment is supposed to be open or made available and it is not (contact the instructor first)

Instructor fails to respond to student questions more than 4 days.

Instructor has not provided any grades or feedback 2+ weeks past the submission deadline.

The instructor is not participating in the course at all.

CIDL Website: <https://www.aucidl.com>

CIDL Phone: (864) 231-2199

### **COURSE POLICIES**

This is an accelerated flexible learning course situated within a seven-week format and a significant amount of material is covered within each module. Attendance is based on your participation and is mandatory for this course. It is important that each student participate actively in class zoom sessions, activities, and assignments. Students must adhere to the University Attendance Policy in a self-paced/flexible course.

If the student is aware of extenuating circumstances that will interfere with this course, please notify the instructor and Academic Success Advisor as soon as possible. If there are issues beyond the student's control that prohibits them from completing their class work (i.e. death of loved one, hospitalization), please notify the instructor and journey coach as soon as possible to make appropriate arrangements.

Academic Dishonesty: Students at Anderson University are expected to conduct themselves with integrity and to be honest and forthright in their academic endeavors. The University faculty's expectations define the following areas that would violate Academic Honesty: plagiarism, fabrication, cheating, and academic misconduct. The policy, process, and penalties, for academic dishonesty are described in the University Catalog. (.285,). See a more detailed description of this issue in the Student Handbook, (42-45) located at <http://www.andersonuniversity.edu/campus/student-handbook>.

### **Statement on Disabilities and Academic Adjustments**

If you have a disability that may interfere with your learning, testing, or assignment completion in this course, you may be eligible to receive an academic adjustment to help provide you with an equal opportunity to participate in and benefit from this course. Please contact the staff of the Center for Student Success (<http://www.andersonuniversity.edu/student-success>) who will advise you on appropriate documentation, determine reasonable adjustments, and notify me of any adjustments for which you are eligible. Once you have been approved for an academic adjustment through the Center for Student Success, please discuss with me its appropriate implementation in this course. Documentation must meet the guidelines specified by university policy, and no one else can be notified of your disability or adjustment without your written consent. This process must be repeated for every semester you are enrolled at Anderson University and wish to receive an adjustment. Changes cannot be made to grades earned before a student has requested an adjustment, so please attend to this early in the semester.

Withdrawal Deadlines for the Course: The last day to drop with NO GRADE and NO CHARGE is [REDACTED]. The last day to withdraw with a Grade of "W" is [REDACTED].

Withdrawal Policies from Courses:

Please see the following link regarding university policy on withdrawal from courses.

<http://catalog.andersonuniversity.edu/content.php?catoid=14&navoid=597#withdrawal-from-courses>

### **LEARNING FACILITIES AND RESOURCES AVAILABLE**

Thrift Library

Monday through Thursday - 7:45 a.m. to midnight; Friday - 7:45 a.m.to 5:00 p.m; Saturday - 11:00 a.m.to 5:00 p.m; and Sunday - 3:00 p.m to midnight (Closed on all university holidays.)

<http://www.andersonuniversity.edu/library>

Computer Labs located in Vandiver (first floor) and Bunton (Thrift Library basement)

### **The Writing Center**

NEW: The Writing Center and the Center for Innovation and Digital Learning are excited to announce the launch of the AU Online Writing Center. There is an option for live chat support or assignment-drop off, and there are helpful resources located on the site (built within Canvas). This is currently only for students in online classes.

<http://bit.ly/auwriting>

The Center for Student Success is located on the third floor of the Thrift Library. The Center provides support for academic assistance, tutoring services, as well as study skills seminars. Call 864-328-1420 to contact the Center or visit their website at <http://www.andersonuniversity.edu/student-success>.

Appendix A:

### **COURSE PURPOSE, GOALS, AND OUTCOMES**

**Purpose:** The course emphasizes the development of professional helping skills for working with families of individuals with disabilities. This class will examine the models and methods for helping families of individuals with disabilities cope and adjust with their given situation. Students will learn and practice assessment and intervention techniques for work with families of individuals with disabilities. In this course, the student will learn about the importance of relationships, social networks, family support and individualized support for people with disabilities. Students will also review and analyze the legislative policies pertaining to families of individuals with disabilities and individuals with disabilities. Needs of this population are explored as well as programs, services, and innovations in service provision.

#### **Goals:**

By the end of this course students will:

1. Students will describe and evaluate current research underlying working with families and individuals with disabilities.
2. Students will demonstrate an understanding of families' adaptation to disability and the issues that families face in these situations.

3. Students will demonstrate an understanding of key professional skills involved in working with families and individuals with disabilities effectively.
4. Students will develop a practical resource that would be useful for working with families and/or individuals with disabilities.
5. Students will articulate inclusive practices in working with families and individuals with disabilities

**IDEA Student Learning Outcomes:**

1. Gain a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Developing skill in expressing oneself orally or in writing
5. Learning to analyze and critically evaluate ideas, arguments, and points of view

**Module Learning Outcomes:**

- Students will describe why we continue to label people even when we know it may have a negative effect on an individual.
- Students will identify three approaches to describe human differences.
- Students will explain how societal views on people with disabilities changed from widespread discrimination to an era of inclusion and support in the 21st century.
- Students will identify the catalyst, effects, and provisions of the Americans with Disabilities Act.
- Students will describe the role of health care, psychology, and social services professionals in meeting the needs of people with disabilities.
- Students will describe the educational services that were available to students with disabilities during most of the 20th century.
- Students will identify the principal issues in the right-to-education cases that led to the eventual passage of the national mandate to educate students with disabilities.
- Students will describe special education and related services as they apply to each of the major provisions of the Individuals with Disabilities Education Act (IDEA).
- Students will define inclusive education.
- Students will describe the characteristics of evidence-based inclusive schools.
- Students will define multidisciplinary collaboration and identify its key characteristics.

- Students will describe (a) the importance of early intervention services for young children and families, (b) how Part C of IDEA supports these services, and (c) evidence-based early childhood instructional approaches.
- Students will discuss the research on the lives of adults with disabilities.
- Students will describe the IDEA transition planning requirements.
- Students will identify the purpose of person-centered transition planning and the basic steps in its formulation.
- Students will describe the instructional focus used to prepare students for college and career readiness.
- Students will describe how the lives of students with disabilities from culturally and/or linguistically diverse backgrounds have changed since the advent of IDEA.
- Students will describe the purposes and approaches of bilingual/ESL education and culturally and linguistically responsive education.
- Students will describe population trends among culturally and linguistically diverse learners, especially prevalence by race and ethnicity, speakers of other languages, poverty, and migrancy.
- Students will describe how these population trends affect public education.
- Students will identify ways that public schools can decrease the disproportionality of culturally and linguistically diverse learners (CLDLs) in special education and improve significantly their education.
- Students will describe culturally and linguistically responsive special education that supports student learning for CLDLs.
- Students will identify promising changes in public education that support culturally and linguistically diverse learners with disabilities.
- Students will describe how the lives of families with children with disabilities have changed since the advent of IDEA.
- Students will describe the family systems approach and how it applies to families with members with disabilities, and describe the strengths and challenges of families raising children with disabilities.
- Students will describe common reactions of parents when obtaining a diagnosis for their children with disabilities.
- Students will describe factors that influence the relationship between children with disabilities and their mothers, fathers, siblings, grandparents, and other extended family members.
- Students will describe essential behaviors that nurturing and competent professionals exhibit when interacting with families with children with disabilities.
- Students will assess resources available to families of individuals with disabilities.
- Students will identify the role of the human service provider in working with families of individuals with disabilities.