

HUMBEHV 3H03- CO1
Working with Families and Teams
Fall 2017

Professor: Courtney Bishop

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Office Hours: By Appointment

Lecture: Monday, 8:30-11:30, PC 335

Note: In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

COURSE DESCRIPTION:

This course presents the student with theories, terminology and applications underlying current approaches to teamwork and working with the families of children with Autism Spectrum Disorders. The focus will be on effective collaboration with a multi-disciplinary team, which is essential to successful intensive behavioural intervention. Students will develop the interpersonal, job-oriented skills necessary to problem-solve as team members in a flexible, empathetic, resourceful, and productive manner.

VOCATIONAL LEARNING OUTCOMES(VLO):

This course contributes to the achievement of the following learning outcomes:

1. Work collaboratively with families, teams, services providers, and the broader community to respond to the learning and behavioural needs of individuals with ASD (VLO 4)
2. Comply with established ethical principles and professional guidelines (VLO 6)
3. Provide leadership in the promotion and provision of services to meet the needs of individuals with ASD and their families (VLO 7).

COURSE LEARNING OUTCOMES (CLO):

Upon completion of this course, students will be able to:

1. Use appropriate interpersonal skills and problem solving techniques in working with persons with ASD, their families, clinical teams and service providers.
2. Evaluate and respond effectively to family variables that impact on the treatment of individuals with ASD.
3. Interact with child and family with sensitivity and flexibility with regard to culture, race, ethnicity, language, religion and socio-economic status.
4. Communicate limitations of their expertise, role, or responsibility to families and service providers and refer to supervisors as appropriate.
5. Communicate effectively with clinical supervisors and service providers about the need for services for families of individuals with ASD.

LEARNING ACTIVITIES:

This course will be delivered via lecture, assigned readings, in-class exercises, group discussions, and other formats as available (iBook, internet, DVD, etc.). Students are expected to keep up with the readings in order to participate in class discussions and activities. Students will be responsible for all assigned materials, whether it is covered in class, or not.

COURSE EVALUATION:

Team Project: Team Presentation Proposal (5%) Team Presentation (15%) Team Project Reflection (5%)	25%
Mid Term Test	15%
Application of Principles: Mini Case Conferences	10%
Family Respite Project 10 respite hours provided to host family <i>plus</i> Personal Reflection Assignment	15%
Final Test	25%
Participation (in-class discussions & role play, guest speaker thank you letters, assignment prep time, article discussions)	10%
Total	100%

COURSE TEXT:

- Maurice, C. (1993). *Let Me Hear Your Voice*. New York, NY: Random House Publishing Group
- Additional readings will be provided and can be located on your Avenue to Learn site.

ASSIGNMENT OVERVIEW (detailed instructions will be provided in-class and on-line):

TEAM PRESENTATION PROPOSAL (worth 5% of your final course grade)

This is a **group** assignment. As a group, you will be asked to discuss and answer questions related to the book *Let Me Hear Your Voice* (Maurice, 1993) and your selected article. Article selection and questions will be provided in class and on-line. You will submit a **word-processed, group submission** to your course instructor.

TEAM PRESENTATION (worth 15% of your final course grade)

This is a **group** assignment. Each group will select **one** of the articles from the list provided by the course instructor. **Only one team can choose each article.** Team members will be assessed on their understanding of the key themes/concepts of the article and their ability to address prepared responses (to provided questions) in a presentation format to their class. These questions will be provided in-class and on-line. Presentation will be 20-30 minutes in length and presenters will be graded based on: their understanding of the key themes/concepts in the article, their ability to integrate these themes/concepts with the course text, how well each of the prepared questions have been addressed, the inclusion of an interactive component, even distribution of presentation responsibilities and a **one-page** (single-sided) summary to be provided to your classmates and the instructor (24 hours in advance of your class presentation time).

TEAM PROJECT REFLECTION (worth 5% of your final course grade)

This is an **individual** assignment. Each student will be responsible for creating a video reflection of their experience preparing for, and delivering, their in-class presentation to the class. You will be required to individually reflect on **your** team project experience, *from project start to project finish*. Each student will prepare a 5-10 minute video reflection, and will submit their video (link) to their College’s Learning Management System. Students will be provided with a list of questions to guide their reflection. This material will be provided in-class and on-line.

APPLICATION OF PRINCIPLES – MINI CASE CONFERENCES (worth 10% of your final course grade)

This assignment will be done in groups of 2-3 students. Students will be provided with a case scenario (samples will be provided in-class and on-line) and will be expected to work with their small group to respond to the presenting issues in the case scenario and to propose a possible course of action that supports a whole-family approach. You will be required to **apply the essential principles** that we have discussed in Working With Families and Teams throughout your course of action/response, including: effective interpersonal skills, the use of ABA principles in adult interactions, interpreting research/media coverage, and family issues related to having a child with ASD, promoting cultural and social sensitivity, effective team collaboration, meeting the needs of the child, etc.

You will prepare a summary of your recommendations to be presented to a mock ‘family’ (your instructor and classmates) during in-class presentations. Remember to keep your language professional, yet free of jargon & family-friendly! Your presentation should be approximately 10 minutes in length.

FAMILY RESPITE PROJECT – PERSONAL REFLECTION ASSIGNMENT (worth 15% of your final course grade) (in combination with your 10 hours of respite)

This is an **individual** assignment. ****Please** ensure, as you write your reflection assignment, that you keep the confidentiality of the whole family in mind. **DO NOT** use personal, identifying information when writing your assignment – instead use either a pseudonym, or simply indicate “male client” or “female client” in your writing.

Upon completion of your 10 respite hours, you will complete this individual reflection assignment with questions to guide your reflection. These questions will be provided in-class and on-line.

PARTICIPATION (10% of final course grade)

Students will be assigned a grade for their participation in-class and on-line. A rubric will be provided to students at the beginning of the course to outline the expectations of participation in this course.

MIDTERM TEST (15% of your final course grade)

FINAL TEST (25% of your final course grade)

GRADING POLICY:

The instructors reserve the right to adjust final marks up or down, on an individual basis, in the light of special circumstances and/or the individuals’ total performance in the course. Students will be assigned a grade from McMaster University Grading Scale between 0 and 12 based on the overall assessment by the professor on the work submitted. Students will be provided with a rubric for each assignment and for participation.

McMaster University Grading Scale

Grade	Equivalent Grade Point	Equivalent Percentages
A+	12	90-100
A	11	85-89

A-	10	80-84
B+	9	77-79
B	8	73-76
B-	7	70*72
C+	6	67-69
C	5	63-66
C-	4	60-62
D+	3	57-59
D	2	53-56
D-	1	50-52
F	0	0-49

<http://www.mcmaster.ca/policy/Students-AcademicStudies/UGCourseMgmt.pdf>

SCHEDULE- LECTURES, TOPICS, EXAMS, READINGS, ASSIGNMENT DEADLINES:

Lesson	Topic	Readings	Assignment Deadlines
Lesson 1 September 11, 2017 WEEK 1	Course Introduction Interpersonal Skills & the Multi-Disciplinary Team	Recommendation: Begin reading <i>Let Me Hear Your Voice</i>	
Lesson 2 September 18, 2017	Group Development: From Theory to Practice	Recommendation Review all articles for the Team Project Presentation Bailey, J., Burch, M. (2010). <i>25 Essential Skills and Strategies for the Professional Behaviour Analyst</i> . New York, NY.: Routledge. Read Chapter 8.	
Lesson 3 September 18, 2017 WEEK 2	Effective Team Work, Decision-Making & Communication Skills		
Lesson 4 September 25, 2017 WEEK 3	Historical Perspectives of Developmental Disability in Ontario	<i>Education for All (2005)</i> Read Sections: Introduction, Historical Context, Today's Context & What We Believe https://www.policyalternatives.ca/publications/monitor/freeing-our-people-updates-long-road-deinstitutionalization	
Lesson 5 October 2, 2017 WEEK 4	Cultural Diversity and Belief Systems	Kayama, M., & Haight, W. (2012). Children and Youth Services Review Cultural sensitivity in the delivery of disability services to children : A case study of Japanese education and socialization. <i>Children and Youth Services Review</i> , 34(1), 266–275. https://doi.org/10.1016/j.chilyouth.2011.10.023	
Lesson 6	Family Experiences: The		Team Presentation Proposal

October 15, 2017	Impact of ASD on the Family (Immediate Caregiver Perspectives)	Perry, A., & Condillac, R. (2003). <i>Evidence-Based Practices for Children and Adolescents with Autism Spectrum Disorders: Review of the Literature and Practice Guide</i> Read Sections: 5.1: Family Stress, 5.2: Models of Family Impact	
Lesson 7 October 15, 2017 WEEK 5	Family Experiences: The Impact of ASD on the Family (Extended Family Perspectives)	Section, 5.3: Siblings, Section 5.4: Family Based Interventions, Section 5.5: Summary Regarding Family Research and Intervention Recommendation: Have <i>Let Me Hear Your Voice</i> read	
Lesson 8 October 22, 2017 WEEK 6	Mid Term Test		
Lesson 9 October 29, 2017 WEEK 7	Team Project Presentations		
Lesson 10 November 6, 2017 WEEK 8	Planning for Family Issues, Coping with Challenges	(Munro, 2003) Understanding, helping, and coping with families who challenge us. In I. Brown, & M. Percy. (Eds.), <i>Developmental Disabilities in Ontario 2nd ed.</i> (421-433). Canada: Ontario Association on Developmental Disabilities. Read chapter 23.	<i>Team Presentation Reflection</i>
Lesson 11 November 13, 2017 WEEK 9	Professional Boundaries	Cooper, F. (2012). <i>Professional Boundaries in Social Work and Social Care</i> . Philadelphia: Jessica Kinglsey Publishers. Read Chapter 3.	
Lesson 12 November 20, 2017 WEEK 10	Application of Principles – Mini Case Conferences		
Lesson 13 November 27, 2017 WEEK 11	Preparing for Your Future in the Field	<i>Let Me Hear Your Voice</i> , Part IV & Afterward	
Lesson 14	Course Review		

November 27, 2017 WEEK 12			
Lesson 15 December 4, 2017 WEEK 13	Final Test		Family Respite Project Reflection due December 8, 2017

Every reasonable effort shall be taken to adhere to the course outline as stated. Due to time constraints, statutory holidays and unforeseen circumstances, or in an effort to accommodate diverse learning styles, the course content may vary.

Changes in course requirements

The university reserves the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check McMaster email and course websites weekly during the term and note any changes.

The professor reserves the right to change any and all course requirements if the need should arise. Any change in the course requirements will be posted on the webpage and emailed to the class, and the details will be announced in class. Any concerns about announced changes should be addressed with the professor as soon as the changes are announced.

Academic Integrity Policy

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty: 1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained. 2. Improper collaboration in group work. 3. Copying or using unauthorized aids in tests and examinations.

Signing a class attendance form for someone other than yourself is academic dishonesty.

Missed Assessment

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work". Please note these regulations have changed beginning Fall 2015. If you have any questions about the MSAF, please contact your Associate Dean's office.

All excuses for missed exams, assignments, etc. must be submitted through the office of the Associate Dean of your faculty. It is then also YOUR responsibility to speak with your professor as soon as possible.

Academic Accommodation of Students with Disabilities:

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each

term of study. Student Accessibility Services can be contact by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca . For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.