

**COURSE TITLE** **INTERDISCIPLINARY LEADERSHIP ISSUES I:  
DISABILITY SERVICES**

**COURSE NUMBER** **BMSC 5103 Section 100  
Fall 2004**

**COURSE COORDINATORS** Barbara Neas, Ph.D. Public Health  
Jan Moss, F.A. Parent and Family Issues  
Linda Wilson, Ph.D. Interdisciplinary Leadership

**INTERDISCIPLINARY  
CORE FACULTY** Rene Daman, M.S. Physical Therapy  
Kevin Haney, D.D.S. Pediatric Dentistry  
Allen Knehans, Ph.D. Nutrition  
Tom Lock, M.D. Pediatrics  
Laurie Mouradian, Sc.D. Occupational Therapy  
Ann Owen, Ph.D. Speech-Language Pathology  
Chuck Roberts, B.S. Self Advocate Issues  
Eva Saffer, Ph.D. Audiology  
Jane Silovsky, Ph.D. Psychology  
Steve Wells, L.S.W. Social Work  
Janet Wilson, Ph.D. Nursing  
Mark Wolraich, M.D. Medicine

**COURSE OVERVIEW** This course is available to advanced graduate students in disciplines that provide services and support to children and youth with or at risk for neurodevelopmental disabilities and their families. The focus of the course is on issues regarding the provision of interdisciplinary services to that population. Foundational principles addressed are family-centered/person-centered services, cultural competence, interdisciplinary teaming and inclusive practices as they relate to: interdisciplinary service provision for children and youth with or at risk for disabilities and their families; leadership for child-family advocacy; research and data requirements; and family/self advocate perspectives.

#### **TEACHING METHODS/LEARNING EXPERIENCES**

Learning experiences will include required readings, discussions, videotapes, case studies, community experiences and other assignments. Students will represent multiple health care disciplines and class sessions will be taught by teams of faculty representing multiple discipline perspectives. Faculty will include course core faculty, instructional faculty, family members, self advocates, service providers and other community representatives. Selected faculty teams will participate in selected class sessions.

#### **EVALUATION METHODS AND GRADING**

Assignments and participation in class discussions will be evaluated and graded. Letter grades will be issued as follows: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69% and F = <59%.

Preparation for Class Participation	20%
Informed Class Participation	20%
Team Facilitation	15%
Team Leadership Project	15%
Individual Leadership Project	15%
Self Assessment	15%

**COURSE RESOURCES:** Required reading from books, journals and other resource materials will be assigned throughout the course. These assignments will prepare students for class discussions and interactive activities related to the specific class topics. The primary text for the course will be: Berry, J. and Hardman, M. Lifespan Perspectives on the Family and Disability.

## COURSE OBJECTIVES

Each student will demonstrate knowledge of:

- foundational interdisciplinary leadership components of family-centered/person-centered services, cultural competence, interdisciplinary teaming and inclusive practice
- contribution to the interdisciplinary team of identified disciplines serving children with or at risk for developmental delays/disabilities and their families
- communication dynamics supporting effective family-centered/person-centered, culturally competent interdisciplinary teaming
- interdisciplinary community-based services and resources
- interdisciplinary research and data issues
- interdisciplinary service issues related to services for high-risk infants, infants and toddlers, preschool and school-age children and youth with developmental delays/disabilities
- interdisciplinary case study analysis and problem-solving
- advocacy issues in family-centered/person-centered, culturally competent and inclusive interdisciplinary services

## COURSE REQUIREMENTS

1. **Preparation for Class Participation.** Prior to each class session, assignments will be given including required readings, issues to be investigated and written assignments. Each student is responsible for completing all assignments and being prepared to contribute to an informed discussion on the topic(s).
2. **Informed Class Participation.** Each student is responsible for attending all class sessions and actively participating in class activities by incorporating information from assignments and practicum activities into class discussions and submitting all written assignments in a timely manner. Each student's participation will be evaluated by the Course Coordinators.
3. **Team Facilitation.** Each student will be responsible for facilitating the perspective of his/her specific discipline around issues discussed during class sessions and for serving as facilitator for a minimum of two (2) break out groups for team activities.
4. **Team Leadership Project.** This is a two-semester project. During the fall semester, students as a team will: a) identify a proposed team leadership project; b) submit the proposed project topic to the Course Coordinators for approval by 10-28-04; c) document a project plan with an interdisciplinary team process, team member responsibilities and timelines for submission to the Course Coordinators by 12-2-04; and d) present the plan during the final class session on 12-9-04. Project implementation will be completed during the spring semester.
5. **Individual Leadership Project.** This is a two-semester project. During the fall semester, each student will: a) identify a proposed individual leadership project; b) submit the proposed project topic to the Course Coordinators for review by 10-28-04; c) document a project plan with process, responsibilities and timelines for submission to the Course Coordinators by 12-2-04; and d) present the plan during the last class session of the semester on 12-9-04. Project implementation will be completed during the spring semester.
6. **Self Assessment.** Each student will complete a Self Assessment by 12-9-04. The format of the self assessment will be discussed with the class by 11-4-04.

## COURSE CLASS SESSIONS

Thursdays, 6:10 p.m. – 9:00 p.m.  
Child Study Center First Floor Conference Room  
Other OUHSC Departmental Sites As Announced

**INTERDISCIPLINARY LEADERSHIP ISSUES: DISABILITY SERVICES**  
**Course Schedule**  
**Fall, 2004**

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**INTRODUCTORY SESSION**

**August 26** Overview of Oklahoma LEND Leadership Course  
Introduction to Interdisciplinary Leadership Course Concepts

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**MODULE #1 INTERDISCIPLINARY LEADERSHIP**

**September 2** Interdisciplinary Leadership Principles  
**September 9** Teaming Dynamics for Interdisciplinary Leadership  
**September 16** Interdisciplinary Leadership and Disability Perspectives  
**September 23** Interdisciplinary Leadership and Disability Issues

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**INTERDISCIPLINARY RESEARCH**

**September 30** Interdisciplinary Research Development

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**MODULE #2 FOUNDATIONAL PRINCIPLES FOR DISABILITY SERVICES**

**October 7** Family-Centered/Person-Centered Services  
**October 14** Cultural Competence  
**October 21** Interdisciplinary Teaming and Collaboration  
**October 28** Inclusive Community-Based Practices

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**INTERDISCIPLINARY RESEARCH**

**November 4** Interdisciplinary Research Methods and Data Analysis

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**MODULE #3 DISABILITY SERVICES**

**November 11** Newborn Infants in the Newborn Intensive Care Unit (NICU) and Their Families  
**November 18** Infants and Toddlers with Developmental Delay(s) and Their Families  
**November 25** Thanksgiving Holiday  
**December 2** Preschool and School-Age Children and Youth with Developmental Delay(s) or Disabilities and Their Families

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**December 9** Oklahoma Legislative Process  
Team and Individual Leadership Project Plans

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