**COURSE TITLE:** Interdisciplinary Seminar in Neurodevelopmental Disabilities 2 (cross-listed; 3-credit)

**COURSE COORDINATORS:**
Jean Beatson, Ed.D., RN  
Training Director & Nursing Faculty VT-LEND Program  
Faculty bio: [http://www.uvm.edu/medicine/vt-ilehp/?Page=bio_beatson.html](http://www.uvm.edu/medicine/vt-ilehp/?Page=bio_beatson.html)  
Contact info: Jean.Beatson@uvm.edu; (802) 656-4291  
Office hours: By appointment

Mercedes Avila, Ph.D.  
Multicultural Director & Education Faculty VT-LEND Program  
Contact info: Maria.Avila@med.uvm.edu; (802) 656-8376  
Office hours: By appointment

**COURSE INSTRUCTORS:**  
Faculty of the VT LEND Program ([www.uvm.edu/~vtilehp/?Page=FacultyStaff.html](http://www.uvm.edu/~vtilehp/?Page=FacultyStaff.html))

**COURSE DAY & TIME:** Thursdays, 5:30-8:15 pm

**LOCATION:** Lafayette 408

**COURSE DESCRIPTION:** CSD 312 is part two of an advanced graduate level seminar sequence offered through the Vermont Leadership Education in Neurodevelopmental & Related Disabilities (VT LEND) Program ([www.uvm.edu/~vtilehp](http://www.uvm.edu/~vtilehp)). This is a hybrid course, which combines classes and instructional activities on Blackboard (Bb) with in person classes. With instructors’ permission, the in-person classes are accessible remotely via Adobe Connect.

The Maternal and Child Health Leadership Competencies ([http://leadership.mchtraining.net/](http://leadership.mchtraining.net/)) guide the course content: 1) neurodevelopmental and related disabilities, 2) interdisciplinary process and collaborative teaming, 3) cultural competence, 4) family-centered care, and 5) Leadership in Maternal Child Health.

**GENERAL COURSE OBJECTIVES:** Students will
1. Increase their knowledge of primary, secondary, and tertiary aspects of prevention and health promotion for children with special needs and their families. [ASHA Standard III-D & E]
2. Increase understanding in developing partnerships with families, and learn how families and professionals can work collaboratively in providing family-centered, culturally responsive, high quality integrated services. [ASHA Standard III-E &G]
3. Increase their understanding of diagnosis, etiology, epidemiology, life course, and intervention for individuals with disabilities. [ASHA Standard III-D, E & F]
4. Increase their knowledge of issues related to sexuality, mental health, and quality of life impacting individuals with disabilities and their families. [ASHA Standard III-E & G]
5. Increase knowledge of journey of cultural and linguistic competence, including various aspects of diversity including race, ethnicity, SES that are currently impacting the lives of children and families. [ASHA Standard III-E & G]

SPECIFIC CLASS OBJECTIVES:
Specific class objectives have been defined for each seminar topic. These objectives and the learning activities designed to meet these objectives will be posted to Bb one week before the scheduled class.

REQUIRED READINGS:
• Weekly required readings: These and class agenda/material are posted in Blackboard and will be available 2 weeks before class. Students are encouraged to bring their laptops or tablets to class with these materials downloaded.
• BOOK for BOOK REVIEW assignment: Out of My Mind by Sharon M. Draper

ASSIGNMENTS

Note: There will be a 10% reduction in grade for each late assignment unless the student had asked for and was granted an extension in advance.

1. Attendance and Participation (18 points)
   • In-person classes: Students are expected to attend all in-person classes (8) and actively participate in class discussions (1 point per class). To obtain their point students are expected to:
     o Attend class
     o Come prepared and ready to relate the assigned readings and any questions posed by the presenters to the topic of discussion

     Students may miss 1 class without penalty. Students who miss more than 1 class will lose 1 point for each additional class missed unless they write a 2-page paper summarizing the content of the required readings and respond to the competency reflections (see description below) to obtain their participation point. Please email one of the course coordinators if you will miss class. NOTE: Because you are doing a community presentation, we have given you one night off from class. You will be given 2 points ‘free’ for that evening participation and competency reflection which you do not have to do.

   • Blackboard-only classes: Bb classes begin on the Thursday they appear in the schedule. Students are expected to review all materials in the Content Folder and Activity 1 by Sunday 11:59 PM and Activity 2 by Tuesday at 11:59 PM. Completion of these activities will yield 2 points per class for a total of 10-points.

2. Competencies Reflections (8 points)
Students will respond to a reflective question between each 'in-person' class posed on the discussion board. This will not be done for the classes that are presented on Bb.

Assignment Goals: To deepen students’ awareness and understanding of the class topics as these related to the 5 MCH competencies.
Content and Format:
By the end of each in-person class, the course coordinator will post a competency reflection question on Bb. You are required to post one reflection in response to the question. Before you post, read other people’s responses, if any, to the week’s question and comment on these threads using reply. If your thoughts about the question are not reflected in the discussion threads created by classmate, create a new thread to add your thoughts. Your posts must be thoughtful, thought provoking and substantive. You are encouraged to add resources related to the week’s questions/topic to enhance thinking. You are responsible for posting by the Tuesday (11:59pm) following class.

3. Book Review (25 points)
Students will be reading the book Out of My Mind by Sharon M. Draper.

Assignment Goals: To increase students’ understanding of the lives of children with communication and motor challenges regarding the:
1. Importance of friendships and acceptance for all children
2. Impact of bias and prejudice
3. Role and responsibilities of families, caregivers and school staff

Content and Format:
Prepare a paper of no more than 7 pages, double-spaced, 12-point font, 1-inch margins. First write a brief, one paragraph, introduction to the paper, then answer the following questions using the underlined words as sub-headings in your paper:

a. Professional and non-professional supports: (5-points)
   o What does the story teach us about the role of families?
   o What does the story teach us about the role of informal support (e.g., think of the role of Mrs. V)?

b. School: (5-points)
   o Discuss the attitudes at Melody’s school about teaching and learning of children with special needs
   o Discuss the similarities and differences with the school system in the book from your own experiences
   o How do you believe Melody would describe her ideal school situation?

c. Friendships: (5-points)
   o Describe the relationship between Melody and the other school children (those who are able-bodied and those who have disabilities).
   o Describe your impression of the importance of friendships for Melody.

d. Communication: (5-points)
   o What have you learned about the importance of communication from reading the book?
   o From Melody’s point of view?
   o From the school’s point of view?
e. Practice change: (5- points)
  o Identify 2-3 specific practice changes that you will implement in your work as a result of what you have learned in this book

4. Community Presentation (47 points)
Students will select a topic, prepare and deliver a training to a community group of their choosing. The topic needs to be related to one of the 5 MCH Leadership Competencies (see p. 1) such as culturally responsive care, family & person centered care, etc. The topic could also be on a specific disability such as cerebral palsy, Down syndrome, etc. Students may work individually or in pairs on this assignment.

Assignment Goal: To increase students’ knowledge and skill in teaching to audiences with diverse understanding of a MCH related topic. Students will learn to present information in an engaging and accessible manner.

Content:
Your training topic might be one that you know is needed in a community group of which you are a part. You might also select an audience and topic by asking colleagues, classmates and/or faculty for ideas. The training content needs to follow Outline Template (available in Blackboard). If your topic doesn’t lend itself to the Outline, discuss alternatives with Jean.

Expert Interview: You must conduct at least one interview with an individual who has direct expertise/experience with your topic. If it is a disability specific topic, then the interviewee must have the disability themselves.

Ideas and concepts must be supported by the literature (i.e., citing references) or by your expert interview(s).

Format:
  • Presentation outline (see template in Bb) for course coordinator
  • Interview write-up in a Q&A format
  • Handout for audience
  • Presentation PowerPoint. If another visual form is more appropriate for your audience/setting please discuss this with the course coordinators.

There are several steps and due dates to this assignment, each carries points.
  1. Topic and audience due 1-29-15
  2. Plan Outline, References, & Expert Interview Write-Up due 2-26-15 (15 pts)
  3. Community Presentation Draft & Plan: draft of PowerPoint, handouts, activities (if having any), and the date/time/location of the community presentation due 3-12-15 (15 pts)
  4. Revised community presentation visual presentation, handout and activities (as needed) due 3-26-15
  5. Deliver the Community Presentation: Jean or Mary Alice (for Mercedes) will attend each presentation, they must be completed before April 16, 2015 (17 pts)

EVALUATION
Participation: 18 pts
Competencies Reflections: 8 pts
‘Free’ Points: 2 pts
Book Review: 25 pts
Community Presentation: 47 pts
TOTAL: 100 pts

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Grad</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A+</td>
<td>A</td>
<td>B+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100-97 pts</td>
<td>96-93 pts</td>
<td>92-90 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pts</td>
<td>A</td>
<td>A-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>79-77 pts</td>
<td>76-73 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>pts C+</td>
<td>pts C</td>
</tr>
</tbody>
</table>

NOTE: Individual assignment and evaluation plan will be developed for students who are undergraduates or auditing the course

Remediation Methods
Students who fail to achieve any knowledge and skill items that this course is designed to address will have an opportunity to achieve proficiency on these items by revising their course assignments to achieve a passing grade.

IMPORTANT NOTES FOR STUDENT CONSIDERATION:
1. Any student with a documented disability interested in utilizing accommodations should contact ACCESS, the office of Disability Services on campus. ACCESS works with students to create reasonable and appropriate accommodations via an accommodation letter to their professors as early as possible each semester. Contact ACCESS: A170 Living/Learning Center; 802-656-7753; access@uvm.edu or www.uvm.edu/access.

In addition, any student with a disability is invited to contact the course coordinators directly to discuss the accommodations to facilitate your participation and learning.
2. Students are encouraged to bring their laptops to class.
3. There will be a 10% reduction in grade for each late assignment unless the student was granted an extension in advance.
4. Course materials (e.g., syllabus, PowerPoint’s, handouts, outlines, etc.) will be accessed by students through Blackboard.
5. Religious Holidays: Students have the right to practice the religion of their choice. Please submit in writing their religious holiday schedule for the semester to Jean by the end of the second full week of classes. You will be permitted to make up missed work.

CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Instructor(s)</th>
<th>Assignments Due</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/15</td>
<td>Course Introduction &amp; Syllabus Review Introduction to the MCH Competencies Beatson</td>
<td>Competencies Reflections (Tuesday deadline)</td>
<td>L408</td>
</tr>
<tr>
<td>1/22</td>
<td>Understanding and Assessing Pain Favro/Owen-Sands</td>
<td>Bb assignments/class</td>
<td>Bb Class</td>
</tr>
<tr>
<td>1/29</td>
<td>Motor Disabilities</td>
<td>Competencies Reflections</td>
<td>L408</td>
</tr>
</tbody>
</table>

Revised: 11/7/2014
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/5</td>
<td>Intellectual disabilities [Seaver-Reid/Contompasis]</td>
<td>Bb assignments/class</td>
<td>Bb Class</td>
</tr>
<tr>
<td>2/12</td>
<td>Seizure Disorders [Contompasis/Taylor]</td>
<td>Bb assignments/class</td>
<td>Bb Class</td>
</tr>
<tr>
<td>2/19</td>
<td>Care Coordination [Beatson]</td>
<td>Competencies Reflections</td>
<td>L408</td>
</tr>
<tr>
<td>2/26</td>
<td>Deaf-blindness and Cortical-visual impairments [Seaver-Reid]</td>
<td>Competencies Reflections</td>
<td>L408</td>
</tr>
<tr>
<td>3/5</td>
<td>UVM Spring Break</td>
<td></td>
<td>No Class</td>
</tr>
<tr>
<td>3/12</td>
<td>Hearing Loss and Deafness [Favro]</td>
<td>Bb assignments/class</td>
<td>Bb Class</td>
</tr>
<tr>
<td>3/19</td>
<td>Sexuality [Favro/Leibowitz]</td>
<td>Competencies Reflections</td>
<td>L408</td>
</tr>
<tr>
<td>3/26</td>
<td>No Class</td>
<td>Community Presentation Revisions due</td>
<td></td>
</tr>
<tr>
<td>4/2</td>
<td>Autism Spectrum Disorder [Contompasis/Bulle]</td>
<td>Competencies Reflections</td>
<td>L408</td>
</tr>
<tr>
<td>4/09</td>
<td>Ethics &amp; Issues in Genetics [Beatson]</td>
<td>Bb assignments/class</td>
<td>Bb class</td>
</tr>
<tr>
<td>4/16</td>
<td>Feeding &amp; Nutrition [Keeney/Bulle]</td>
<td>Competencies Reflections</td>
<td>L408</td>
</tr>
<tr>
<td>4/23</td>
<td>Evidence-Based Practice [Avila]</td>
<td>Competencies Reflections</td>
<td>L408</td>
</tr>
<tr>
<td></td>
<td>Community Presentations Reflections (1 hr.) [Avila/Beatson]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Our Common Ground**

The University of Vermont is an educationally purposeful community seeking to prepare students to live in a diverse and changing world. We are all members of this community. As members, we believe in the transforming power of learning communities. We aspire to be a learning community that values:

- **Respect**: We respect each other. We listen to each other, encourage each other and care about each other. We are strengthened by our diverse perspectives.
- **Integrity**: We value fairness, straightforward conduct, adherence to the facts and sincerity. We acknowledge when things have not turned out the way we had hoped. As stewards of the University of Vermont, we are honest and ethical in all responsibilities entrusted to us.
- **Innovation:** We want to be at the forefront of change and believe that the best way to lead is to learn from our successes and mistakes and continue to grow. We are forward-looking and break new ground in addressing important community and societal needs.

- **Openness:** We encourage the open exchange of information and ideas from all quarters of the community. We believe that through collaboration and participation, each of us has an important role in determining the direction and well-being of our community.

- **Justice:** As a just community, we unite against all forms of injustice, including, but not limited to, racism. We reject bigotry, oppression, degradation and harassment, and we challenge injustice toward any member of our community.

- **Responsibility:** We are personally and collectively responsible for our words and deeds. We stand together to uphold our common ground.