

East Carolina University
Department of Child and Family Relations
Department of Psychology
School of Nursing
School of Social Work

Syllabus

- I. Course Number:** CDFR 6380; NURS 6380; PSYC 6380; SOCW 6380
- II. Course Title:** **Interdisciplinary Practice: Services For Children with Serious Emotional Disorders and Their Families**
- III. Course Credit:** 3 S.H.
- IV. Allocation of Time:** 3 hours per week
- V. Placement in Curriculum:** Fall 2001 Semester
- VI. Pre- and Co-requisites:** Graduate student status one of the departments or schools listed above or in one of the allied health professions
- VII. Course Descriptions:** Overview of the interdisciplinary, collaborative process and a system of care model to be used across disciplines in mental health services for children with serious emotional disturbances and their families. Prepares professionals to participate in holistic interdisciplinary team practice in a variety of settings.
- VIII. Faculty:**
- David A. Dossler, Jr., Ph.D. - CDFR
Office: Family Therapy Clinic
Phone: 328-4850
Email: dosslerd@mail.ecu.edu
- Dorothea Handron, Ed.D. - Nursing
Office: Rivers Bldg. 120
Phone: 328-4184
Email: handrond@mail.ecu.edu
- Susan McCammon, Ph.D. - Psychology
Office: Rawl 213
Phone: 328-6357
Email: mccammons@mail.ecu.edu
- John Y. Powell, Ph.D. - Social Work
Office: Ragsdale 200C
Phone: 328-4379
Email: powellj@mail.ecu.edu
- Sandra Spencer
Phone: 439-0038
Email: sspencer@greenvillenc.com

East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to the Department for Disability Support Services, located in Brewster A-114, to verify the disability before any accommodations can occur. The telephone number 252-328-6799.

*Funded in part through a contract with the North Carolina Division of Mental Health, Developmental Disabilities and Substance Abuse Services, Child and Family Services, as a component of the System of Care: Training & Curriculum Development Project, funded by a grant from the Center for Mental Health Services.

- IX. Course Objectives/Competencies:**
1. Define the significance of interdisciplinary collaboration in service provision for children with serious emotional disturbances and their families

2. Differentiate between parallel practice, multidisciplinary, and interdisciplinary models
3. Analyze the strengths and challenges of using interdisciplinary models for family service or care delivery
4. Demonstrate how system of care principles can be integrated into all disciplines and define the implications for professional practice
5. Compare/contrast treatment planning processes among disciplines
6. Develop interdisciplinary practice guidelines to promote holistic care using an interdisciplinary framework

X. Teaching Methods: Didactic Presentations • Discussion • Assigned Readings • Written Assignments • Printed and Electronic Media • Role Play • Guest Lectures • Case Studies • Small Group Exercises • Panel Discussions

XI. Evaluation Methods:

- Interdisciplinary Practice in Action: Unit I Exam – **20%**
- Professional Culture Study – Group Presentation – **20%**
- Class Participation: Participation and attendance in class using language of collaboration. Students will keep a class participation journal documenting their contributions to each class - questions, responses, resources – **30%**
- Child/Family Mental Health: Unit II Exam – Part I Take Home Exam and Part II Family Strengths Inventory – **30%**
- **Completion of all evaluation measures is required.**

Attendance in class is required. In the event that a student cannot turn in an assignment on time, he/she must be excused by an instructor to avoid losing points. Please review the policy for incompletes described in the University Graduate Bulletin.

A = 90-100 B = 89-80 C = 79-70 F = Below 70

I = Given for medical reasons or other valid excuse only. Written documentation must be provided by the student.

Any student who does not wish to have his/her grades posted should notify an instructor in writing during the first week of classes. Those students' grades will then be omitted from any publicly posted list.

XII. Required Textbook: “Child mental health: Exploring systems of care in the New Millennium” published by Haworth Press (2001)
Also available in: *Journal of Family Social Work*, 5(3).

Recommended Textbooks:

B.A. Stroul. (1996). Child/family mental health: Creating systems of care in a changing society. Baltimore, MD: Paul H. Brookes.

Seaburn, D., Lorenz, A., Gunn, W. Jr., Gawinski, B., & Mauksch, L. (1996). Models of Collaboration. New York, NY: Basic Books.

Kutash, K. & Rivera, VR. (1996). What works in children's mental health services? Baltimore, MD: Paul H. Brookes.

Recommended Readings - see Class Topics

XIII. Learning Environments and Activities: Class Room Presentations • Observation of Interdisciplinary Staffing Meetings in Child/Mental Health or Individual Discipline Staffing or Meeting • Printed and Electronic Media • Contacts with Family Advocates • Guest Speakers

XIV. Clinical Rotations: N/A

XV. Inclement Weather In the event of a weather emergency, information about ECU can be accessed through the following sources:
ECU emergency notices <http://www.ecu.edu/alert>
ECU emergency information hotline: 252-328-0062

XV. Topical Outline:

Unit One: Interdisciplinary Collaboration: The Challenges of Integration

Required Readings
Selected chapters from Stroul

Class One: August 21

“Creating a Culture of Collaboration”

- Course Evaluation Measures/PreTest
- Introduction to class
- Overview of Contextual Framework for Course
- Establish Professional Culture Study Groups

Readings

See next page

Class Two: August 28

“Defining a Culture of Collaboration: Exploring the Spectrum of Collaboration”

- Theoretical Orientations
- Study Groups

Readings

See next page

Class Three: September 4

Class time credited to discipline specific classroom observations

Readings

See next page

Class Four: September 11

“Collaborative Skill Building – Part I – Significance of Conflict”

- Conflict Issues
- Evaluation of Collaborative Behaviors

Readings

See next page

Class Five: September 18

“Collaborative Skill Building – Part II – Resolution Strategies”

- Defining the obstacles and tools for Collaboration
- Communication skills

Readings

See next page

Class Six: September 25

- Unit I Exam
- Analysis of Unit I
- Study Groups

Class Seven: October 2

“Establishing a Culture of True Collaboration”

- Study Presentations

Required Readings – **Unit I**
6380

Class One: Creating a Culture of Collaboration

Drotar, D. (1993). Influences on collaborative activities among psychologists and pediatricians: Implications for practice, training, and research. *Journal of Pediatric Psychology*, 18(2), 159-172.

Forbes, E.J. & Fitzsimmons, V. (1993). Education: The key for interdisciplinary collaboration. *Holistic Nurse Practice*, 7(4), 1-10.

Class Two: Defining a Culture of Collaboration: Exploring the Spectrum of Collaboration

Class Handout Packet

PowerPoint Presentation

Theoretical Frameworks for Collaborative Practice – PowerPoint Presentation

Discipline Specific Handouts

Recommended

Chapters 1 & 2 (Seaburn)

Class Three: Class time credited to classroom observations and interviews

Classes Four and Five: Collaborative Skill Building – Part I & II

Class Handout Packet

Collaborative Skill Building – PowerPoint Presentation

Identify your “Interpersonal Type”

Critical Incident – Conflict and How It Effects You

Defining the Tools to Conflict Resolution

Case Study – On Conflict Resolution

Criteria for Evaluation of Collaborative Practice Committees – JONA

Stichler Collaborative Behavior Scale

Collaborative Interdisciplinary Bioethical Decision Making in Intensive Care Units – article by J. Baggs

Obstacles and Tools to Foster Collaboration – PowerPoint Presentation

Interprofessional Perception Scale

New Discoveries in the Use of Power and Conflict – Gardner pp.1-5

Recommended

Chapters 5-8 (Seaburn)

Other required readings and handouts will be given in class.

Unit Two: System of Care: Philosophy, Components, and Activities

Required Readings Selected chapters from Stroul

Class Eight: October 9

“Overview of Serious Emotional Disorders in Children”

- Problem and functional assessment of children served in Systems of Care
- Common DSM-IV diagnosis
- Follow-up studies of children served in Systems of Care
- Small Group meetings

Required Readings:

Chapters 1-4 (Stroul)(Recommended)

Class Nine: October 23

“Components of Systems of Care / Service Coordination a System of Care / Individualized Services”

- Social Services
- Youth Services (Corrections), Health Services
- In-home Services
- Recreational Services and Community involvement
- Vocational Services
- Pitt-Edgcombe-Nash - Public Academic Liaison
- The ABC’s of ISTs
- Wraparound Service Planning
- Small Group meetings

Required Readings:

Recommended:

Chapters 10,11,24, & 29 (Stroul)
Chapter 14 (Stroul)
Chapter 23 (Stroul)

Class Ten: October 30

“Parents as Partners: Working Collaboratively with Consumers

- Brief introduction to issues and concerns, panel presentation by parent consumers of services, and experiential exercises for class
- Explore assumptions about “parents” and “professionals”
- Explore the professional’s perspective on working with parents as partners
- Explore the parent’s perspective on working with professionals as partners
- Explore challenges and solutions to “parents” and “professionals” working as partners.
- Explore challenges for foster parents

Required Readings:

Chapters 19-22 (Stroul)(Recommended)

Class Eleven: November 6

“Strength Based Foster Care”

Required Readings:

Class Twelve: November 13

“Cultural Competence”

- Self and institutional assessment of cultural competence
- Culture specific interventions

Required Readings:

Chapter 25 (Stroul)(Recommended)

Class Thirteen: November 20

“Evaluating Collaborative Interdisciplinary Interventions to Build Systems of Care”

- Child MH outcomes
Hospitalization • level of function • education placement • outcomes • criminal offenses • parental satisfaction • cost
- Group Presentation

Required Readings:

Chapter 17 &18
(Stroul)(Recommended)

Class Fourteen: November 27

“Discussions on Strength Based Assessments”

Required Readings:

Class Fifteen: December 4

Summary Class

- Post Measures

Professional Culture Study - Small Group Presentations

6380 - 20% of Grade

Due Date: 10/2/01

A major emphasis in this course is for graduate students to develop collaborative skills that foster positive interdisciplinary interactions. This assignment prompts students to study another discipline within their “home” classroom setting and informally interview selected students in that class. Learners will consequently develop unique insights about their professional similarities and dis-similarities with other disciplines. In an interdisciplinary practice environment, these understandings formulated during graduate study truly promote development of a “culture of collaboration” in the practice setting.

Work Scope: For small group meetings

August 21:

- Formation of Groups with faculty mentors.
- Develop schedule for classroom observations and interviews
- Define areas of concentration for data collection (the focus of cultural observations may differ between groups)
- Mentor suggests discipline specific readings

Areas for Cultural Investigation and Small Group Discussion Include:

- Share with participants why you chose a specific discipline
- Discuss biases and stereotypes about other disciplines
- Professional Training Requirements - undergraduate, graduate, certifications
- Typical client receiving services from this discipline - cultural diversity
- Demographic factors related to discipline service providers
- Strengths of this professional discipline
- Interaction patterns between students/faculty are formal/informal/use humor
- Socialization of new members within this discipline
- Evidence of boundary or turf issues effecting this discipline?
- Empowerment issues or problems currently impacting this professional group
- “Personality” of this Discipline
- Advice to Other Professionals to Foster Positive Relationships with this discipline

August 28: Meet in small groups for discussion with faculty mentor

September 4: No class – Time credited to classroom observations

September 11: Meet with small groups and mentor for discussion

September 18 & 25: Meet with small groups to prepare presentations (mentor may or may not be present)

October 2: Class Presentations (from 10am to 1pm)

Each group will have 30 minutes to provide a summary of their findings and to guide class discussion.

Faculty mentors will grade their group’s presentation according to the following criteria:

- organization and quality of class presentation
- quality of small group discussions and work prior to presentations
- evidence of preparation for small group meetings and presentation
- evidence of reading pertaining to this study and group discussions

Faculty may or may not require written documentation for this assignment.

6380 Assignment: Developing and Implementing a Strength Based Assessment
This Assignment will constitute 30% of the grade for 6380

Learning to conduct and use strength-based assessments is central to systems of care practice. These assessments can help partnerships with families and collaboration among formal (professionals) and informal (friends, family, etc.) members of systems of care teams. Faculty will provide students with examples of strength-based assessments representing their various disciplines. In addition, an in-class exercise will illustrate how such assessments are developed and used.

This assignment has two parts: (1) develop, modify or adopt an assessment guide that you feel comfortable using, and (2) use your assessment with a family with a foster child. Guidelines: (a) select a family with a foster child that you can meet with, (b) using your strength-based assessment guide, “discover” the resources, strengths and potential that this family possesses as well as in your strength-based guide (process, outline or question that you used) and summary of the findings (this should be done together – with your assessment guide in **bold** or underlined and the findings in regular type.)

Due: In class on November 27th Be prepared to comment upon your assessment experience during class that day.

Class Participation Journals: Part 1 & 2

6380 – 30% of Grade

Due Dates: Midterm review – 10/2/01; Final Review – 11/20/01

Part 1: Weekly Journal Record

Journals are useful in documenting a student's participation in class and providing an evaluation tool for group process and course effectiveness. Journals offer an opportunity for a student to reflect on her/his experience in each class and to increase her/his self-awareness and understanding. Following each class, please record your **thoughts** and **feelings** regarding your experience of the class including your reaction to:

- lectures
- presentations
- class activities
- comments of other students
- the reading assignment associated with that class

Journal entries may also include your **questions** regarding material presented and any **problems** or **concerns** about the course material or how the material was presented.

Thus, the journal entries (following each class) should reflect your experience of the course and record your **thoughts** and **feelings** about the **content** and **process** of the course.

Please note: To receive a good grade on this assignment it will be necessary to use and cite assigned readings so that clear evidence is available to the instructors that you are keeping up with the reading, understanding it, and applying it. Do not put your name on your journal; use your SS#.

Part 2: Synthesis of Knowledge

Students are asked to review their journal entries for the semester and to summarize what they have learned and how participating in the course has affected them. This should be done by describing and analyzing:

- **recurrent themes**
- changes in perceptions
- new or different ideas
- strong feelings
- persistent problems and concerns
- thoughts regarding application of the knowledge gained

Please note: As with the journal, be sure to use and cite reading assignments. Part 2 should be typed and double-spaced. Although there is no length requirement (minimum or maximum), it is expected that an adequate synthesis would be 5 to 10 pages. Do not put your name on your synthesis paper; use your SS#.

Part 1 will be turned in at Midterm on 10/2/01 for review by the instructor (this will not be graded). The instructor will provide feedback to each student that can be used during the second half of the course. This review process should assist students in preparing their journals in a way that will receive a good grade. The journal will be turned in again with Part 2 – The Synthesis Paper on 11/20/01. Both parts will be graded and returned to each student the last day of class.

Assignment is adapted from:

Baird, N.B. (1996). The internship, practicum, and field placement handbook - a guide for the helping professions. New Jersey: Prentice Hall.

Topical Outline – 6380

Fall, 2001

| <u>DATE</u> | | <u>CLASS TITLE</u> |
|----------------|----|---|
| Aug 21 | 1 | Creating a Culture of Collaboration |
| Aug 28 | 2 | Defining a Culture of Collaboration: Exploring the Spectrum of Collaboration |
| Sept 4 | 3 | Class time credited to classroom observations and interviews |
| Sept 11 | 4 | Collaborative Skill Building – Part I – Significance of Conflict |
| Sept 18 | 5 | Collaborative Skill Building – Part II – Resolution Strategies |
| Sept 25 | 6 | Unit I Exam/Analysis/Study Group Meetings |
| Oct 2 | 7 | Establishing a Culture of True Collaboration |
| Oct 9 | 8 | Overview of Serious Emotional Disorders in Children |
| Oct 23 | | Components of Systems of Care/Service Coordination in a System of Care/ Individualized Services |
| Oct 30 | 10 | Parents as Partners: Working Collaboratively with Consumers |
| Nov 6 | 11 | Strength Based Foster Care |
| Nov 13 | 12 | Cultural Competence |
| Nov 20 | 13 | Evaluating Collaborative Interdisciplinary Interventions to Build Systems of Care |
| Nov 27 | 14 | Discussions/Strength Based Assessments |
| Dec 4 | 15 | Post Measures |