

Interagency Collaboration

Sample Syllabus

Instructor:

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Course Purpose:

Through this course, students will research community agencies that are often involved in transition planning, and they will apply methods to improve collaboration between school and adult agency personnel. High interactivity, assignments and the online Discussion Board allow students to gain a shared understanding of interagency collaboration. The knowledge base for the course content comes out of special education, school-based related service disciplines (e.g., school psychology, school social work, guidance and counseling, occupational therapy, and speech/language pathology) career and vocational guidance, rehabilitation, Medicaid, Social Security, and adult service systems.

Learning Objectives:

Students will learn and apply

- Barriers & strategies to interagency collaboration during transition
- Strategies for collaboration within the local school and community context
- The range of services and supports available to students and adults with disabilities within the local community, including Social Security, Medicaid, Mental Health, Juvenile Justice, MR/DD, and Centers for Independent Living
- Role of community transition councils

Accommodations: The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do as soon as possible. Please also see the instructor privately in regard to this course.

Writing Support: As a student in this course, you are eligible to an Online Consultation about your writing through the KU Writing Center (<http://www.writing.ku.edu/>). Through Online Consultation, students submit their papers to the writing center for feedback along with specific questions that he/she would like answered about his/her writing. Writing consultants review the papers and provide extensive feedback via email. Please note: writing consultants will not make corrections on comments on the actual paper, but will provide ample feedback. Additionally, the KU Writing Center offers a page of links that can help you understand trustworthiness of web-based resources (<http://www.writing.ku.edu/students/evaluate.shtml>).

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. KU subscribes to a digital plagiarism detection program called Turnitin.com, which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format (e-mail attachment or on disk) so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs. Please just be certain that your words are your own, and cite others as often as necessary.

Required Textbook: This is not a required textbook for this course. Required readings are available as PDF downloads on the course website.

Topics, Readings & Activities

Week	Topic	Learning Objectives	Readings	Activities
1	Creating Collaborations	Barriers and strategies to interagency collaboration during transition	Read article and complete <i>Secondary Transition & Cultural Diversity</i> module	Module summary sheet
2	VR, Social Security & Medicaid	Becomes familiar with VR, Social Security Administration, Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI).	Read articles and explore websites	Discussion Board
3	Mental Health & Juvenile Justice	Becomes familiar with: long-term care and services available for youth with mental illness; juvenile justice system	Read articles and explore websites	Discussion Board
4	MR/DD & Centers for Independent Living	Becomes familiar with: DD Act and the services and supports it mandates; services offered by independent living centers.	Read articles and explore websites	Reflection

Interactive Activities	Points Possible	Due Date
<i>Cultural Diversity</i> module summary sheet	20	
Discussion Week 2	20	
Discussion Week 3	20	
Reflection	20	
Project	20	

A= 90%-100%
 B= 80%-89%
 C= 70%-79%
 D= 60%-69%

Project Requirements

For those who are earning graduate credit, choose one of the following project options.

Option 1:

Begin developing a Community Resource Map. The purpose of the Community Resource Mapping (CRM) activity is to collect resources within your community, state and/or region. Collect information about local services and agencies for a minimum of four agencies. The outcome of this activity is that you will have a resource directory listing local agencies and their services for students and young adults with disabilities. Write a 1-page reflection on why you chose this project and how you will use the resource map.

Option 2:

Choose one area of transition planning discussed in class that you feel could be improved in your district. Develop a presentation and/or training materials on that area of need. Create one of the following: (1) a 10-20 slide PowerPoint presentation that you might present in the future, or (2) training materials that could be used at the district level (e.g., pamphlet, insert to IEP manual, handouts). For either option, include resources or website links where individuals can obtain more information. Be sure to include references for information you obtain from websites or articles. Then write a 1-2 page reflection on why you chose the topic and how you will use the presentation/materials you created. Submit the document(s) and reflection on the course website.

Option 3:

Take a student or group of students to a local community agency. Prepare for the visit by talking to personnel at the agency, and prepare students for the visit by discussing the agency with them in advance. Write a 1-2 page reflection on the field trip including: (a) information you learned about the agency; (b) ways you could work with the agency; (c) students' perceptions of the agency and services available; and (d) how this project will impact your teaching. If you're not able to take students, you can visit the agency yourself to discuss services.

Option 4:

For a student with a transition IEP, review the services that might be provided or paid for by an outside agency. Talk to the agencies to discuss the coordination of these services. Develop a plan to implement or improve the "coordinated set of activities." Write a 1-2 page reflection on this process.

Option 5:

Write a 7-10 page double-spaced literature review (research paper) over a topic discussed in class. Use appropriate APA citations throughout the paper and include a reference page. As a literature review, it is expected that all information will be obtained through reputable sources. These can include articles, books, websites, interviews, videos, etc. You may include a section in the paper about your personal experiences, but the majority of the paper should reference other sources.