



South Central College

HSER 1010 Disability and Person Centered Planning

Common Course Outline

Course Information

Description This course gives an overview of how service providers work with one another in order to assure the delivery of optimal supports. It will introduce you to a variety of strategies and techniques used to facilitate person centered planning for individualized and real life goals. Topics covered in the course include: the use of support teams (effective team work, team dynamics, communication skills and problem solving skills); working with families; direct service provider roles and responsibilities; diversity, confidentiality, and advocacy issues; the civil and disability rights movement; interdisciplinary team planning processes; and use of the Planning Alternate Tomorrows with Hope (PATH) planning system to promote minimally invasive care and support strategies. (Prerequisites: None)

Total Credits 4
Total Hours 64

Types of Instruction

Instruction Type	Credits/Hours
Lecture	4/64

Pre/Corequisites

No Prerequisites

Institutional Core Competencies

Critical and Creative Thinking - Students will be able to demonstrate purposeful thinking with the goal of using a creative process for developing and building upon ideas and/or the goal of using a critical process for the analyzing and evaluating of ideas.

Course Outcomes

1. Describe Person Centered Planning.

Learning Objectives

Recognize elements in effective personal futures planning.
Illustrate personal experiences of personal futures planning.
Describe why personal futures planning is important for persons with special needs.

2. Discuss the history and impact of the Civil Rights Movement on disability services.

Learning Objectives

Identify attitudes and beliefs of society during the Civil Rights Movement and describe factors within society that affected the Civil Rights Movement.

Analyze how the Civil Rights Movement affected current supports and services for those with special needs.

3. Describe what is involved in an effective planning cycle.

Learning Objectives

Identify the steps involved in the planning cycle.

Describe the importance of each step in the planning cycle.

Summarize the roles of team members in futures planning.

Categorize and define what are inappropriate behaviors for a planning cycle and how these behaviors can negatively impact the planning cycle.

4. Define and describe how diversity affects futures planning.

Learning Objectives

Identify the various diversity issues involved in futures planning.

Discuss how issues of culture, race, gender, sexual orientation, and religious values affect futures planning.

Describe personal values and belief systems and how they affect supports being provided.

5. Illustrate how inclusion issues affect service delivery.

Learning Objectives

Define and differentiate between inclusion and exclusion.

Discuss differences between physical and social inclusion.

Appraise various ways to incorporate a futures plan that is inclusive.

6. Prepare an individual futures plan.

Learning Objectives

Discuss the steps involved in the PATH futures plan.

Complete a futures plan on yourself utilizing the PATH model.

Use and utilize a team process in completing a PATH plan.

7. Describe teamwork principles.

Learning Objectives

Identify various types of communication.

Illustrate those circumstances that require professional communication skills within a team.

List what elements are important to convey when reporting information to team members.

Discuss the importance of non-verbal communication.

Demonstrate professional documentation.

8. Describe diversity, dignity and respect, and an understanding of universal human needs.

Learning Objectives

Describe how individual experiences impact how we view different cultures.

Define how you are different from others based upon your upbringing.

List how historical barriers impact our views on diversity and differences.

Show how your cultural views impact how you view others.

9. Describe confidentiality issues and data privacy through demonstration of appropriate confidentiality in a variety of situations.

Learning Objectives

Define confidentiality and describe why it is so important in society.

List and define various aspects of confidentiality.

Demonstrate knowledge of appropriate practices in maintaining confidentiality.

Define all situations in which confidentiality applies.

Define all parties who are subject to confidentiality rules.

- 10. Describe the Health Insurance Portability And Accountability Act (HIPAA) and patient rights through a demonstration of knowledge of various parts of the act and to whom it applies.**

Learning Objectives

Describe and demonstrate an understanding of the HIPAA Act as it applies to confidentiality.

Define what the HIPAA act is and explain why it is in place.

List situations in which the HIPAA Act applies to facilities and people.

Define situations in which there are exceptions to the HIPAA act.

- 11. Describe advocacy, including empowerment, advocacy, professional organizations within the community that offer advocacy, and the importance of individual preferences and opportunities when considering choices for those with special needs.**

Learning Objectives

Define advocacy and explain the nuances of advocacy.

Describe why the concept of advocacy is such an important topic to those with special needs.

Explain why it is important to advocate for others.

Describe how to work with others in building self-advocacy skills.

Describe moments where you have been an advocate, and when others have advocated for you.

- 12. Describe the role of mandated reporter.**

Learning Objectives

Define the term mandated reporter and why you are or why you are not a mandated reporter.

Describe who fits the role of mandated reporters in different environments (e.g. school, hospital, group home, private residences, etc.).

Describe the Tennessean warning, including knowledge of who it applies to and when it applies.

SCC Accessibility Statement

Disability Services provides accommodations and other supports to students with permanent and temporary disabilities that affect their SCC experience. Disabilities may include mental health (anxiety, depression, PTSD), ADHD, learning disabilities, chronic health conditions (migraine, fibromyalgia), sensory disabilities, and temporary disabilities (broken arm, surgery). Common accommodations are extended test time, private room for testing, audiobooks, and sign language interpreter.

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