

Course Number and Title: HMS 125 Assessment and Communication

Campus Location:

Georgetown, Dover, Wilmington

Effective Date:

2022-51

Prerequisite:

HMS 120, SSC 100 or concurrent

Co-Requisites:

None

Course Credits and Hours:

3.00 credits

3.00 lecture hours/week

0.00 lab hours/week

Course Description:

In this course, students learn developmentally appropriate communication skills and how to build rapport with clients, take a person-centered approach, use alternative communication technology, interpret and use assessment, and gather information to provide services tailored to the needs of the client. Students also participate in site visits, interpret assessments, and write plans for practical applications.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

None

Schedule Type:

Classroom Course

Disclaimer:

None

Core Course Performance Objectives (CCPOs):

1. Identify and apply person-centered supports designed to improve services available to consumers/clients on multiple levels. (CCC 3, 4; PGC 3, 4, 5)
2. Explore practices that promote the health and wellness of all consumers/clients, including analyzing the effectiveness of existing support systems. (CCC 2; PGC 2, 3)
3. Evaluate multiple methods of assessment used within the direct support profession, and analyze the effectiveness of these assessments. (CCC 1; PGC 1, 3, 7)
4. Apply and analyze effective communication strategies and skills necessary to establish collaborative relationships within the direct support profession. (CCC 1, 5; PGC 2, 4, 7)
5. Evaluate the requirements for documentation within the field and the agencies and methods used to manage those requirements efficiently. (CCC 1, 5; PGC 1, 6)
6. Analyze the individual needs of consumers/clients with regard to supports and interventions, and apply practices that support community and family participation and involvement. (CCC 2, 3, 4; PGC 3, 4, 5, 7)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Identify and apply person-centered supports designed to improve services available to consumers/clients on multiple levels.
 1. Modify support programs and interventions to ensure they are person-centered.
 2. Assist individuals in developing person-centered plans.
 3. Apply person-centered planning techniques within the agency and community.
2. Explore practices that promote the health and wellness of all consumers/clients, including analyzing the effectiveness of existing support systems.
 1. Promote opportunities for active participation.
 2. Assess and analyze the need for adaptive equipment and therapies that promote health and wellness.
 3. Assess the ability of the consumers/clients to be active participants in their health care decisions.
3. Evaluate multiple methods of assessment used within the direct support profession, and analyze the effectiveness of these assessments.
 1. Describe the assessment process to the consumer/client.
 2. Compare and contrast the appropriateness and applicability of the assessment tool being used with consideration to the unique needs and abilities of individuals.
 3. Analyze the findings and recommendations of assessments, and discuss them with the consumer/client in a clear, concise fashion consistent with the individual's ability to understand the findings.
4. Apply and analyze a range of effective communication strategies and skills necessary to establish collaborative relationships within the direct support profession.
 1. Identify a range of communication styles and methods that may vary with each individual's needs.
 2. Assess the communication style of the consumer/client, and respond appropriately.
 3. Use modes of communication appropriate to the needs of the consumer/client.
5. Evaluate the requirements for documentation within the field and the agencies and methods used to manage those requirements efficiently.
 1. Identify the standards for accurate record keeping, collecting, compiling, and evaluating data.
 2. Evaluate standards of confidentiality and ethical practices in documentation.
 3. Assess and analyze the need for appropriate documentation systems within an agency.
6. Analyze the individual needs of consumers/clients with regard to supports and interventions, and apply practices that support community and family participation and involvement.
 1. Assist the consumer/client in identifying, securing, and using needed adaptive equipment and services that promote community integration.
 2. Assess and provide opportunities for the development of friendships and other relationships within the community.
 3. Analyze the need for and assist in the recruitment and training of service providers as needed.

Evaluation Criteria/Policies:

The grade will be determined using the Delaware Tech grading system:

90	-	100	=	A
80	-	89	=	B
70	-	79	=	C
0	-	69	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

1. Create and maintain effective and professional documents relevant to agencies working with people who have a disability.
2. Interact ethically and professionally within the Direct Support Profession.
3. Apply information to identify client's strengths, weaknesses, and resources to provide appropriate support services in a variety of settings.
4. Provide effective support services to all client's with varying levels of ability by utilizing professional principles and practices.
5. Establish effective working relationships within the Direct Support arena.
6. Apply basic management and leadership skills in professional environments, including time management, organization, and the ability to follow directions.
7. Utilize feedback to assess the outcomes and opportunities created for clients and make adjustments accordingly.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.