

**Texas Center for Disability Studies  
School of Social Work  
The University of Texas at Austin**

**Aging and Disability**  
SW 387R (Unique No. 61540)  
Fall 2017

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**COURSE DESCRIPTION**

This course provides an introduction to individuals who are either chronologically older or who may be experiencing functional changes typical of older persons. This course identifies strategies for supports for families, friends, service providers, organizations, and members of the community to improve the lives of older persons.

This course will be a mixture of lecture and discussion, and students will learn to understand, evaluate, and interpret scholarly articles on disability. Students will also improve their writing and critical thinking skills.

**COURSE OBJECTIVES**

The purpose of this course is to introduce the student to the issues of aging and disability in our society. We will discuss the view of aging in our society; federal and state legislation related to aging and disabilities; legal and ethical decisions faced by individuals and their families; and policies, agencies, services for people with disabilities, including those delivered through waiver programs. To that end, the student will:

- Gain knowledge and understanding definitions and models of disability that influence perceptions of aging
- Identify how attitudes and beliefs about disability and aging may affect the development of legislation, policy, legal issues, and service delivery.

- Examine federal and state agencies providing services to people with disabilities and who are elderly and their families.
- Examine ethical issues and decisions faced by people with disabilities who are older and their families.
- Examine the complex process of obtaining needed services through Medicaid, Medicare, and other federal and state waiver programs.
- Acquire knowledge and understanding of how to support and serve the needs of older persons with disability.

## **COURSE FORMAT AND ACCESSIBILITY**

This course is conducted entirely on the web, using Canvas. Students will need to have access to a computer with reliable internet connection to complete this course. Canvas software is fully accessible, but if a student has difficulty in using a screen reader to access any information on the website, please contact the Instructor as soon as possible. This class seeks ways to become a working and evolving model of inclusion and universal design for **all** students. As is University policy, if a student needs instructional, curricular, or assignment/project accommodations to complete this course, the student must notify the Instructor in advance of their needs. Every possible effort will be made to accommodate students in a timely and confidential manner. Students are encouraged to approach the Instructor with any other life circumstances that may affect their participation in the course. These may be personal, health-related, family-related issues or other concerns. The sooner the Instructor knows about these concerns, the earlier he can discuss possible adjustments or alternative arrangements as needed for homework, assignments, or class.

## **COURSE RULES/REQUIREMENTS**

Because this course is designed in a web-based environment, that gives us a certain kind of flexibility in creating learning opportunities for students. The course aims to give students some flexibility in choosing how they best learn, and what topics are of primary interest to the student, within a structure. There are six lessons in this course. Each lesson lasts for approximately two weeks.

One of the biggest hazards in a distance learning environment is getting behind, and although the Instructor does create some flexibility within this course, students must complete their lessons on time! The lessons are open for a period only, and students must complete the activities within that time limit to get credit. If a student gets behind, due to unexpected circumstances or poor planning, the student must let the Instructor know as soon as possible. An online course such as this one is not a course where

students can ignore everything till mid-term and still expect to catch up. The content is measured out and spaced. Before students start, students must ask themselves whether they are willing to devote time each week to this course, just like they would if they were going to a classroom and sitting down there. Students have to make themselves sit down; even though they get to choose the time, students still have to put in the time. Any student that is self-disciplined and that learns best by reading, writing, thinking, and discussing, will probably love this class.

This next section explains the structure of each lesson. Read this through carefully to understand how the class will work.

**Each lesson is broken down into learning activities. These are the parts:**

### **The Map**

At the beginning of each lesson, there is a map of the tasks and assignments. The map lists the tasks, gives students estimated times to complete the task, and the number of points students can earn. That way everyone knows what to expect for any given lesson. Students should review the map of every lesson at the beginning, with their day planner so that students can plan their work accordingly for that week. The map also specifies which assignments are REQUIRED and which are optional. Within each lesson module, students have options about the activities they engage in to get information. Some activities are required, and the optional activities will (obviously) be their choice.

### **The Lesson**

The lesson is the same as the lecture the Instructor would deliver if he were standing in front of the students in class. Read it, and imagine the Instructor talking to the students. Students will notice that the Instructor poses many questions when he teaches; that is just how he teaches, and the Instructor wants students to think, to stay engaged in the material. **The lessons are always required**, along with the **“think” document** that you produce with each lesson.

## Activities

These are things the Instructor will ask students to do to support their learning in the class. These tasks are required, but sometimes will be optional. Students will know each time by looking at the map. The activity assignment will involve students “doing” something in some form or fashion.

## Readings

There is a reading packet for this class which includes articles, book chapters, and so on. The reading packet is available on Canvas; Students do not have to buy it somewhere. **This course will emphasize understanding of the material above memorization.** Therefore, when completing readings (both those assigned and readings that you found on your own for the “Web Hunt” and “Read on the Web” tasks), each student should attempt to: (a) synthesize the critical issues discussed in each reading, (b) think about how these critical issues relate to your own personal/professional experiences, and (c) think about how these critical issues may impact the work you plan to do in the future.

There are specific instructions for each reading, but in general, students are required to write a 200 – 250-word summary and reaction to what it is being read. The summary must be directed toward imagined readers who have not read the article before, and the purpose is to give these persons a clear overview of the article’s main points.

### Summary criteria:

- Accuracy of content
- Comprehensiveness and
- Balanced with clear sentence structure and good transitions – i.e., clarity, readability, and grammatical correctness.

## Readings on the Web

The Instructor will also ask students to read documents that are on other websites and react. Again, there are specific instructions for each of those readings, and a link within Canvas to get there.

## Listen On the Web

These are audio documents, usually from National Public Radio. Students need Real Player to hear the audios, so students must download Real Player

downloaded to their computer. There is a link to get access to each video. Students are required to summarize and comment on what they hear.

## Web Hunt

This activity allows students to review websites. Sometimes the task is for students to analyze the website that the Instructor provides and at times it is for students to review the ones that they found.

## Discussion Questions

In each lesson, students will have some issues to discuss on the bulletin board. Students participation is **required**, just like class participation. Canvas counts the number of times each student reads and post messages, so the Instructor has a numeric gauge of students class participation. As the class progresses, students may be asked to develop their discussion questions. Discussion question is an important part of our learning. The Instructor expects full participation on the discussion board. **Students can lose points for not participating. Discussion post accounts for 10% of students final grade.**

## Share Your Work

As students develop their thinking in response to work done in this course, students will want to share their thoughts and insights with class members as well as learn and respond to the posting of other students. Within each lesson, students will have several articles and chapters to read and write reaction papers. 'Share Your Work' is the place to post one of your reaction papers for others to read and respond. Because students may all pick different articles/chapters, students will have the opportunity to learn from each other.

## Quiz

There will be a quiz at the end of each lesson. The questions will be short answer ones, and students will have to take the quiz for each lesson on or before the due date for lesson assignment. The quiz will be a concise way to wrap up a particular lesson.

## SUBMITTING YOUR WORK

Students **MUST** submit their assignment to the Instructor no later than midnight on the due date unless a student has specifically gotten permission to turn it in late. There is a **penalty** for a late assignment. Each student's work should all be in one document, saved in Microsoft Word as "your name.doc." The student's NAME must appear in the title of the paper at the top of the document. Students should make a list of what they are submitting to the Instructor, with a point total, and their anticipated grade on the first page of the submitted document. Please, please, please follow these simple formatting guidelines.

## GRADES

Students will acquire points by doing the tasks associated with each lesson. Each lesson has basic requirements equivalent to the time students would spend in a classroom, plus the time students would usually spend outside the class doing readings or working on papers. Each lesson clearly states the minimum points worth of tasks a student **NEEDS** to do for a given desired grade. Note: **The final grade depends on the quality, debt of work, and the students ability to follow instructions.** There are no mid-terms or finals, only quizzes at the end of each lesson, and activities to do to support students learning. **Students will not memorize a bunch of stuff in this class; students will read, write, and think. INCOMPLETES in this class ARE NOT AN OPTION.** However, if there is a clear, documented emergency. You must register with the UT Student Emergency Services as documentation of the emergency; they must email me directly. <http://deanofstudents.utexas.edu/emergency/> and you must meet all university guidelines for INCOMPLETE. Be sure that you keep up with the work so you won't have problems at the end of the course. Everything must be turned-in to the Instructor by the last class day to get credit for it.

All assignments (including quizzes and discussion post) will be considered late and students will lose points if not uploaded to Canvas by the due dates.

**FINAL GRADES:** There will be a total of six lesson assignments for this course, including the movie task. All lesson assignments = 60%, quizzes = 20%, make a plan project = 10%, and discussion post = 10%.

## **COURSE DROP DATES**

Check the official academic calendar for the last day to add/drop a class. The complete '17-18 academic calendar is available here: <https://registrar.utexas.edu/calendars/17-18>

## **COURSE EVALUATION**

The course will be evaluated according to university guidelines. The Instructor will also ask for feedback that students will be able to provide anonymously on the course website.

## **UNIVERSITY POLICY AND THE SCHOOL OF SOCIAL WORK (SSW) POLICIES**

### **The University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

### **Professional Conduct and Civility in the Classroom**

The Instructor expects students to act as professionals in class. This means that students should be prepared to participate in the class discussion and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These problems may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the views expressed by others. Nevertheless, the Instructor requires that students engage one another with civility, respect, and professionalism.

## **Documented Disability Statement**

Any student who needs special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the Instructor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the Instructor of any testing accommodations no later than five business days before an exam. More information may be found at <http://diversity.utexas.edu/disability/>.

## **Unanticipated Distress**

Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the Instructor. The Instructor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for clearly communicating what kind of support they desire. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471- 3515 or online at <https://cmhc.utexas.edu/>.

## **Policy on Scholastic Dishonesty**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

## **Policy on Social Media and Professional Communication**

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Students who use social media (i.e. Facebook, Twitter, and so forth) and other forms of electronic communication (i.e. blogs, and so forth) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Students are expected to make every effort to minimize material which could be considered inappropriate for a professional student in training. Because of this, students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including any information that might lead to the identification of a client or compromise client confidentiality in any way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain content could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

### **Use of Course Materials**

The materials employed in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the Instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

## **Documented Disability Statement**

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the Instructor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the Instructor of any testing accommodations no later than five business days before an exam. For more information, visit <http://diversity.utexas.edu/disability/>.

## **Religious Holidays**

By UT Austin policy, students must notify the Instructor of a pending absence at least fourteen days before the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project to observe a religious holy day, the Instructor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

## **Title IX Reporting**

By Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, Instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be communicated to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Instructor Tanya Voss. Students, faculty, and staff may contact Instructor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/grg-sexualharassment.pdf>.

## **Campus Carry Policy**

The University's policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. Students may also find this information by accessing the Quick Links menu on the School's website.

## **Classroom Confidentiality**

Information shared in class about agencies, clients, and personnel matters are considered confidential per the NASW Code of Ethics on educational supervision and are protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

## **Use of E-mail for Official Correspondence to Students**

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the University informed of a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

## **Safety**

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these tasks may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the Instructor regarding any safety concerns.

## **Behavior Concerns Advice Line (BCAL)**

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and

The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

### **Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated, or an announcement is made. Please be aware of the following policies regarding evacuation:

- Students should familiarize themselves with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one students used when entering the building.
- If students require assistance to evacuate, please inform the Instructor in writing during the first week of class.
- In the event of an evacuation, follow the Instructor's instructions.
- Do not re-enter a building unless students are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

**GRADING SCALE** - the final course grade is based on the following scale:

<b>Grade</b>	<b>Remark</b>
94.0-100=A	Work is exceptional on all criteria
90.0-93.999=A-	
87.0-89.999=B+	Work is good on all criteria
84.0-86.999=B	
80.0-83.999=B-	
77.0-79.999=C+	Work is adequate on all criteria
74-76.999=C	
70-73.999=C-	
67-69.999=D+	Work is inadequate on some criteria
64.0-66.999=D	
60.0-63.999=D-	
Below 60=F	Work is inadequate on most/all criteria

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# SYLLABUS SPRING 2017

## Syllabus Lesson

Date Aug 30 – Sept. 8, 2017

**Objectives:** Review course syllabus, some information students need to be successful in an on-line learning class and review a wide variety of statistical information about the aging population.

**Assignment Due Date: Sept. 8, 2017**

## Lesson 1: Aging in America

Date Sept. 8 – Sept. 22, 2017

**Objectives:** To understand the variety of definitions and meanings of disability; to understand the various models used to describe and categorize disability; to understand the implications of disability definitions on attitudes; and to understand issues associated with aging, disability, and quality of life.

**Assignment Due Date: Sept. 22, 2017**

## Lesson 2: Policy and Legislation related to Aging

Date Sept. 22 – Oct. 6, 2017

**Objectives:** To understand the content and intent of recent legislation that affects people with disabilities who are older; to understand the relationship between various models and definitions of disability, and the development of federal and state legislation; to understand some of the issues associated with housing for people who are older.

**Assignment Due Date: Oct. 6, 2017**

## Lesson 3: Medicaid & Medicare, QOL and Person-Centered Thinking

Date Oct. 6 – Oct. 20, 2017

**Objectives:** To understand how people with disabilities who are older receive services under Medicare and Medicaid; to know where to locate both state and federal information about Medicaid and Medicare; and to integrate Quality of Life ideas with Person Centered thinking.

**Assignment Due Date: Oct. 20, 2017**

## **Lesson 4: Movie Map - Aging.**

Date Oct. 20 – Nov. 3, 2017

**Objectives:** To understand how movies shape attitudes towards people with disabilities; to understand some of the issues associated with growing older in our society. **Assignment Due Date: Nov. 3, 2017**

## **Lesson 5: Services and Supports**

Date Nov. 3 – Nov. 17, 2017

**Objectives:** To understand the various services and support utilized by people with disabilities who are older with disabilities; to understand the barriers to receiving services for this population; to understand new models being developed and utilized for dementia care and nursing home structures; to understand the issues of caregivers of people who are older with disabilities. **Assignment Due Date: Nov 17, 2017**

## **Lesson 6: Ethical and Legal Issues**

Date Nov. 17 – Dec. 1, 2017

**Objectives:** To understand the complex ethical dilemmas faced by people with disabilities in our society; to identify how attitudes and beliefs about disability may affect legal decisions. to understand the impact of advocacy efforts on life decisions for people who are older with disabilities.

**Assignment Due Date: Dec. 1, 2017**

## **Make a Plan Project (20 points of final grade)**

A final project for this class is for students to use the information from this course to develop a plan for successful aging in place for an individual who is aging with a disability. And to do a self-reflection on how what the student did informs what the student now knows about working with elders or elders with disabilities. The writing prompts and instruction for this assignment is in the Plan Project section of Canvas.

**Assignment Due Date: Dec. 8th, 2017**