

Developmental Disabilities:

A Self-Advocates View of Disability

Summer 2015

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Office Hours: Are virtual. You can contact me by email or phone if you need to, but my preferred form is email. If you need to happy to arrange a convenient time for us to get together.	
Texas Center for Disability Studies	
The University of Texas at Austin	
J.J. Pickle Campus	
10100 Burnet Rd.	
Bldg. CMS, #137, Rm. 1.154	
512-232-0743	Course No: <i>SW 387R</i>
Teaching Assistants	

Text: You will have readings for the course that will be made available to you by the Texas Center for Disability Studies. They will be uploaded on the Blackboard Website. A paper copy will be available to borrow and make copies, if you have difficulty downloading the readings.

Format: This course will be conducted entirely on the web, using software called Canvas. This software is fully accessible, but if you have difficulty in using a screen reader to access any information on the website, please contact the instructor as soon as possible. As is University policy, if you need any accommodations to successfully complete this course, you must notify the instructor in advance of your needs.

Course Objectives:

The purpose of this course is to explore the meaning of Developmental Disabilities from an empowerment model. To that end:

*The student will consider definitions and aspects of a variety of developmental disabilities, in order to understand the socially conferred status of the label.

*The student will identify how attitudes and beliefs about individuals with developmental disabilities have evolved throughout history, as well as consider the current society attitudes toward developmental disabilities.

* The student will identify and consider issues that occur throughout the life span of individuals with developmental disabilities.

*The student will identify and discuss ethical issues that influence individuals with developmental disabilities throughout the life span.

*The student will examine the tenets of self determination and self advocacy and the impact on the lives of individuals with developmental disabilities and their families.

Requirements: Since this course is sometimes offered for both graduate (SW 387K) and undergraduate (SW 360K) credit, there are different requirements for you, depending on what class you signed up to take. Everyone in this course is a graduate student, so on the maps, if there are directions for undergrad students, simply ignore them.

This course is designed in a web based environment that gives us a certain kind of flexibility in creating learning opportunities for you. The course is designed to give you some flexibility in choosing how you best learn, and what topics are of primary interest to you, within a structure. There are 4 lessons in this course (not counting the syllabus lesson that you will do this first week). Each lesson will last about 10 days. There is also a "project" that will give you a chance to apply some of the concepts you are learning in the lessons. At the beginning of each lesson or project, there is a map that will tell you all of the learning activities for that lesson. Some of the activities will be required, and some will be optional. The map will clearly state what you need to do to complete that lesson, but if you have any doubt or questions, be sure and ask the instructor.

One of the biggest hazards in a distance learning environment is getting behind, and although I do create some flexibility within this course, you must complete your lessons on time! The lessons will be open for a certain time period only, and you must complete the activities within that time period to get credit. If you find yourself getting behind, due to unexpected circumstance or poor planning, let me know as soon as possible. This is not a course where you can ignore everything til mid term and cram and catch up. The content will be measured out and paced, and each lesson builds on the next. Before you start, ask yourself whether you are willing to devote time each week to this course, just like you would if you were going to a classroom and sitting down there. You have to make yourself sit down; even though you get to choose the time, you still have to put in the time. If you are self disciplined, and learn best by reading, writing, thinking, and discussing, you will probably love this class. If you don't, you won't, and it's better to know that now than at mid term. I will **not** grant any incompletes in this course; you must keep up with the work. If at mid term you are behind in the course, I will recommend that you drop it. Remember that since this is a summer course, it goes by even faster!

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

To make sure everyone knows what to expect for any given lesson, there is a map of the tasks and assignments. The map will list the tasks and give you the number of points you can earn for doing it. You should review the map of every lesson at the beginning, with your day planner, so you can decide when you will work on the class that week. The map will also specify which assignments are REQUIRED and which are optional. Within each lesson you will have options about the activities you engage in to get information. Some activities will be required, and the optional activities will (obviously) be your choice.

The Lesson

This would be the lecture I would deliver if I were standing in front of you in a class. Read it, and imagine me talking to you (it's better if you imagine that I am younger, thinner, not as grey, and much better looking than I actually am! NO wrinkles, no sagging, none of the middle aged blobbiness that my children love to tease me about!). You will notice that I pose a lot of questions when I teach; that's just how I teach, and I do that because I want you 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 will be things I'll ask you to do to support your learning in the class. Most will be required, some will be optional, but you will know each time by looking at the map. These tasks will involve you "doing" something in some form or fashion.

Readings

You will have readings for this class of articles, book chapters, etc. I will supply this to you online; you don't have to buy it somewhere. You will write a reaction/reflection paper for the items you read that include a SUMMARY and a PERSONAL REACTION. Sometimes there will be specific instructions for a reading, but in general, they all require a short summary first. Readings will be posted up under the READINGS button, usually located under the Lessons button.

Readings on the Web

I'll also ask you to read documents that are on other websites and react to them. Again, you will have specific instructions for each of those readings, and a link within Canvas to get there.

Web Hunt

This activity allows you to review websites. Sometimes you'll review ones I've found; sometimes you'll look for your own.

Discussion Questions

Each lesson we'll have some questions to discuss on the bulletin board. Your participation there will be required, just like class participation. Canvas counts the number of times you read and post messages, so I have a numeric gauge of your class participation. As the class progresses, you also may be asked to develop your own discussion questions. This is an important part of your learning. I expect full participation on the discussion board.

Ask the Expert

Sometimes we ask individuals who have disabilities to log on and tell you a little about their story. This gives you the opportunity to ask them questions. It's a little bit like having a guest lecturer in the class, but in this case EVERYONE asks a question. You get credit for this when you ask a question, and in your work that you send in, you comment about what you learned from the expert. It might be that someone else asked a question that meant more to you, or that you posted too late for the expert to get to your question, however to get credit, you need to talk to me about your experience with this task. Honestly, this has been a little more difficult to pull off in Canvas, but I will include it if and when I can.

Share Your Work

As you develop your thinking in response to work done in this course, you will want to share your thoughts and insights with class members as well as learn and respond to theirs. Within each lesson, you will be

given several articles and chapters to read and write a reaction papers. 'Share Your Work' is the place to post one of your reaction papers for others to read and respond to. You will do the same. Because you may all pick different articles/chapters, you will have the opportunity to learn from each other. You will get points toward your grade if you do this.

Here's how: Go to the SHARE YOUR WORK link...usually under the link for the discussion questions. IN the box tell what you are sharing, and then use the little paperclip link at the bottom left of the screen to attach your document. To get the points, you should post one of your own documents, as well as briefly review a document written by one of your fellow students.

Quiz

We'll usually end each lesson with a quiz. The questions will be short answer ones, and you'll have them in advance. This will be a brief way to wrap up a particular lesson. You will send in the quiz questions with the whole document you submit.

Project Weeks

There may be weeks when we forgo new information in order to apply the information you already have learned. During those weeks, you will have an assignment to help you apply your learning. These will vary, but at least one will require you to watch a movie, and apply some of the concepts we have discussed to it. You will write a paper or answer questions about the assignment in that week.

GRADES

You will acquire points by doing the tasks associated with each lesson. Each lesson has basic requirements equivalent to the time you would spend in a classroom, plus the time you would normally spend outside the class doing readings or working on papers. Each lesson clearly states how many points you can earn, and what grade you get for that number of points. There are different point requirements for the graduate and undergraduate students. There will be points for doing the project, during the project week. There are no mid terms or finals, only quizzes at the end of each lesson, and activities to do to support your learning. You won't memorize a bunch of stuff in this class; you will read, write, and think. We will be done with ALL of the work for the course by the last day of class. Everything must be turned in to me by the last class day to get credit for it.

COURSE DROP DATES

June 15, 2015 is the last day to drop without academic penalty, according to the course catalogue. If you start this course and realize that learning on line is not for you, don't hesitate to drop it. It's not fun for either of us if you don't. Learning like this is not for everyone; if it's not a good match for you, don't force it.

COURSE EVALUATION

The course will be evaluated according to university guidelines. Sometimes, I also ask for feedback that you will be able to provide anonymously on the website.

University policies required to be included in all syllabi (New policies are highlighted in blue)

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 IN CLASS. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

CLASSROOM CIVILITY. 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 deals with complex and controversial issues. These issues 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.

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 communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

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 social work 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.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work 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 material 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.

Social work 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.

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/>).

USE OF CLASS MATERIALS. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class 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 includes, among other things, uploading class materials to websites for the purpose of sharing those materials with 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). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to

complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with 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. All faculty, instructors, and staff who supervise students are required to relay student reports of alleged sex discrimination, sexual harassment, including sexual violence or sexual misconduct, experienced by a student to the University Title IX office and an assistant or associate dean of the school. Further information including student resources related to Title IX may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by FERPA regulations as well. Discussions with individuals outside of the educational context are 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 to keep the university informed about changes to their 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 assignments 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 professor 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 among 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:

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