

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

Developmental Disabilities and Self-Advocacy
SW N360K (Unique No. 90099)
Summer 2017

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COURSE DESCRIPTION

This course covers lifespan issues for individuals with developmental disabilities. Topics include the impact of social and cultural values, including attitudes toward children and adults with developmental disabilities, institutionalization, service options, sexuality, forced sterilization, self-advocacy movements, and aging.

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 explore the meaning of Developmental Disabilities from an empowerment model. To that end students will:

- ❖ Consider definitions and aspects of a variety of developmental disabilities, so as to understand the socially conferred status of the label and be able to evaluate these definitions critically.
- ❖ Identify and discuss how attitudes and beliefs about individuals with developmental disabilities have evolved throughout history and analyze the effect of current societal attitudes toward developmental disabilities.
- ❖ Identify and evaluate issues that occur throughout the lifespan of individuals with developmental disabilities.
- ❖ Recognize and discuss ethical issues that influence persons with developmental disabilities throughout the lifespan.

- ❖ Examine the tenets of self-determination and self-advocacy and the impact on the lives of individuals with developmental disabilities and their families.

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.

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 four lessons in this course (not counting what students will do this week). Each lesson will last about ten days.

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. **The Instructor will not grant any incompletes in this course**; students must keep up with the work. 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

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. Students are expected to write a summary/reaction paper for the items they read. 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 them in advance. The quiz will be a concise way to wrap up a particular lesson.

SUBMITTING 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

how many points students can earn, and what grade students could get for each number of points. 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. Everything must be turned-in to the Instructor by the last class day to get credit for it.

FINAL GRADES: There will be a total of six lesson assignments for this course, including the movie task. All lesson assignments = 60%, book review project = 30%, and discussion post = 10%.

COURSE DROP DATES

June 6, 2017, is the last day to drop a class for a possible refund, according to the course catalog. If a student starts this course and realizes that learning online is not for them, such student should not hesitate to drop the class.

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:

Grade	Remark
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

SYLLABUS SPRING 2017

Syllabus Lesson

Date June 1 - June 5, 2017

Goals We will go over the information students need to be successful with on-line learning, how to use the Canvas software and helpful on-line resources. **Assignment Due Date: June 5, 2017**

Lesson 1: Definitions and Models

Date June 5 – June 16, 2017

Goals We will explore and try to understand the implication of these questions: “What does it mean to be a person with the label of Developmental Disability (DD)?”, “What does it mean to be an individual who has a Developmental Disability” or, “What is a Developmental Disability” and evaluate the various models of disability. **Assignment Due Date: June 16, 2017**

Lesson 2: Developmental Disabilities and Cognitive Functioning

Date June 16 – June 26, 2017

Goals The goal is to examine some of the specific disabilities that fall under the category of Developmental Disabilities; to review some components of the service delivery system for children in this country; and to appreciate some of the issues, concerns, and the impact of a child with a disability on a family. **Assignment Due Date: June 26, 2017**

Movie Week Map

Date June 26 – July 3, 2017

Goals Students will watch a movie and discuss it as one of the primary ways people in the world - average people, learn about disability and disability-related issues. The objective here is to understand how movies shape attitude towards people with disabilities. **Assignment Due Date: July 3, 2017**

Lesson 3: Self-Advocacy and Self-Determination; Sexuality and Marriage; and Guardianship.

Date July 3 – July 14, 2017

Goals To examine the meaning of self-determination and how it impact on the lives of adults with developmental disabilities. To understand the cultural, social and personal issues, adults with developmental disabilities face regarding sexuality, marriage, and parenting; and to understand different types of guardianship especially as it relates to the adult issues discussed in this lesson. **Assignment Due Date: July 14, 2017**

Lesson 4: Aging with a Developmental Disability

Date July 14 – July 25, 2017

Goals To look at specific issues surrounding aging with a developmental disability. We will discuss various perspectives on individual needs, policy issues and concerns, health care, quality of life, caregiving, community resources and support as well as independent living. **Assignment Due Date: July 25, 2017**

Book Review Project (30 points of final grade)

Goals An important component of this course is to hear a strong personal voice from people with disabilities. The course would require students to pick and read at least one book from a reading list of biographical books, written by people with disabilities about themselves or their experience (students **may** pick their own book, but the instructor must first approve it). The purpose of this assignment is for students to see individuals with disabilities from different perspectives and to gain firsthand knowledge of how some of the issues that we discussed in this course affects persons with disabilities. Students will use the experiences gained from the book that they read, course readings and class discussions to reflect on critical issues (e.g. sexuality, employment or any other topic covered in this course) in the lives of persons with developmental disability and their families in a paper turned in to the Instructor. **Assignment Due Date: on or before July 25th, 2017.** The writing prompts, and rubric for this assignment is in the Book Review sub-module section of Canvas.