

THE UNIVERSITY OF TEXAS AT AUSTIN STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number: SW 360K/387 **Instructor:** Dr. Nick Wings-Yanez
Unique Number: 59825/59960 **Email:** nwingsyanez@utexas.edu
Semester: Fall 2019 **Office:** Texas Center for Disability Studied
Meeting Time/Place: By Appointment 10100 Burnet Rd., Bldg. 137, L4000
Austin, TX 78758
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Office Hours: By appointment

Making Systems Work for People with Disabilities

I. STANDARDIZED COURSE DESCRIPTION

This course provides an overview of disability policy. Topics include a history of the disability rights movement, relevant federal and state legislation, legal and ethical issues, services and supports through federal and state programs, the political economy of disability, and disability justice, advocacy and leadership issues.

II. STANDARDIZED COURSE OBJECTIVES

Learning objectives for this course are as follows:

- The student will understand the major events in the history of the disability movement and their relationship to current legislation, policy, legal issues, and service delivery affecting people with disabilities.
- The student will understand the content and the intent of recent legislation and court decisions that affect people with disabilities.
- The student will identify how attitudes and beliefs about disability may affect the development of legislation, legal decisions, and policies.
- The student will explore and critically evaluate the complex issues related to the political economy of disability.
- The student will examine federal and state agencies providing services to people with disabilities and their families.
- The student will examine the complex process of obtaining needed services through federal and state waiver programs
- The student will identify qualities of the disability culture and how mainstream culture perceives it
- The student will critically evaluate the importance of disability advocacy and leadership, and consider ways to support this movement.

III. TEACHING METHODS

This class is entirely online and includes a **required** online 1-hour class meeting via Zoom 1 time during the semester.

Student may choose from 1 of 2 options (instructor will provide the zoom link to attend via phone or computer):

- Friday, October 18th @ 1pm

OR

- Friday, November 8th @ 1pm

During the online meeting times, instructor will discuss lecture, facilitate online discussion with students and answer questions. This online meeting is required and provided enough in advance that all students are expected to meet during one of the provided times.

IV. REQUIRED TEXTS AND MATERIALS

All texts and materials for weekly class assignments will be available online, either via links or as documents available on the course Canvas page.

For the first two weeks, each module will open per week on Wednesday at 12 am. For weeks 3-14, modules will open biweekly on Wednesdays at 12 am. Assignments will be due by the end of the module close (1 week for first two weeks, 2 weeks for all other weeks) on Tuesdays at 11:59pm. Students will need to plan their time accordingly in order to complete materials on time.


V. COURSE REQUIREMENTS

Assignments: Students will complete all readings or other assigned materials (including videos or additional topical research) for each lesson. In addition, students will complete assignments to demonstrate their understanding of these readings and course materials. Details will be provided each week so that these activities can best address the topics at hand. Most assignments will be writing exercises. Students' grades will also include participation in targeted online discussions about the lesson's themes. Together, these lesson assignments are critical for developing an understanding of the intersections of disability and systems.

Again, all assignment will be due by Tuesday at 11:59 p.m. at the latest, unless otherwise specified.

ASSIGNMENTS

There are various assignments related to this course. Each lesson has a short quiz (short essay), reflection papers, online discussions, and short answer papers. Each lesson provides instructions for the assignment, point values, and format for assignments.

- **Lecture Questions:** Each lecture has questions posted throughout with a symbol  indicating what needs answered. Answer these questions short answer. No citations needed or required formatting. Simply number your answers according to the numbers on the lecture so I can grade accurately.
- **Activities:** These will be activities I ask you to do to support your learning in the class. All activities are required unless specified as OPTIONAL. These activities will involve you "doing" something.

- Reaction to Readings: Each reaction to readings has some REQUIRED readings and some OPTIONAL readings. Students are asked to read the REQUIRED and an OPTIONAL reading of their choosing and then write a reflection paper using APA formatting as well as grammar and spell check. These papers should be well-constructed syntheses of the information presented including your interpretation and ideas. Use the basic structure of a five-paragraph essay. Each paragraph should have a strong topic sentence with 3-4 supporting sentences.
- Readings on the Web: Students will read documents and websites and are asked to write their reactions or analyses of the information presented. Each reading will have specific instructions.
- Listen to This!: Sometimes, I will ask you to listen to something available online and react to what you heard. Each assignment will have specific instructions.
- Web Hunt: This activity allows you to review sites. Sometimes you will review ones I've found and sometimes you will be tasked with finding your own and discussing them. Each assignment will have specific instructions.
- In the News!: I will sometimes ask you find a recent article relating to the topics we are discussing. You will send me the link with a brief discussion of how the story relates to the course and your thoughts. Each assignment will have specific instructions.
- Discussions: Each lesson, there will be questions for students to answer and discuss. These posts are required and must include the following:

FOR ALL DISCUSSION POSTS:

- Your post must be at least 2 paragraphs AND add something new to the discussion.
 - You must respond to at least one other student (if you are the first to post, ask some questions of your peers regarding the topic).
 - These discussion posts substitute in-class discussions. Respond to one another, comment, and respectfully and thoughtfully counterpoint. I do read all posts. At times, I will respond and comment as well.
- Lesson Quiz: Each lesson ends with a REQUIRED quiz. The questions are short essay.

Students grades will be determined based on the following:

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| • Lesson Assignments (Activities, Reactions to Readings, Readings on the Web, Listen to This!, Web Hunt, In the News, Lesson Quiz): | 50% |
| • Discussions: | 25% |
| • Online class meeting participation: | 25% |
| Total | 100% |

VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. CLASS POLICIES

Late Work: Late work will not be accepted unless extenuating circumstances are a factor (e.g., family emergency, severe illness). Contact the professor for any questions regarding exceptions to this policy. Whenever possible, contact the professor in advance of any anticipated excused late work.

Class Participation: Students are expected to participate in any required activities or assignments. Failure to do so will have a negative impact on one's grade. Since this is an online course, student participation will be assessed via weekly assignments and online discussions and, in addition, through the assignments detailed later in this syllabus.

Behavior Expectations: All students are expected to carry themselves in a civil, respectful, and professional manner.

Communication: Students are encouraged to contact the professor with any questions or concerns. Email will be the primary form of communication, and the professor will respond to emails received on weekdays (Monday-Friday) within 24 hours.

Grades: Grades received are final and are not subject to negotiation. There will be no opportunities for extra credit in this course.

The professor reserves the right to make changes to course readings, assignments, and due dates detailed in this syllabus.

VIII. UNIVERSITY 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 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. 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 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. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

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 professor. The professor 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 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 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 COURSE MATERIALS. The materials used 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 professor 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 professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor 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 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, examination, work assignment, or 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. Faculty, instructors, agency-based field 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 reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW,

Professor Tanya Voss. Students, faculty and staff may contact Professor 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/qrg-sexualharassment.pdf>.

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

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 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 about 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 <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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 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:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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.

IX. COURSE SCHEDULE

Module	Topic	Assignment Due	Readings Due (check module for specific info on readings)
Week 1: 08/28-09/03	Mapping the Course: Making Systems Work Syllabus Lecture	<i>Syllabus Quiz</i> <i>Lecture Questions</i> <i>Discussion Post</i> <i>Sign up for online class meet-up</i>	Syllabus
Week 2: 09/04-09/10	Brief History of Disability in the United States	<i>Lecture Questions</i> <i>Lesson 1 Activity 1</i> <i>Reaction to Readings</i> <i>Discussion 1</i> <i>Lesson 1 Activity 2</i> <i>Lesson 1 Web Hunt</i> <i>Lesson 1 Quiz</i>	Lesson 1 Lectures part 1 & 2 Reaction to Readings (see module)
Weeks 3 & 4: 09/11-09/24	Federal and State Legislation	<i>Lesson 2 pt. 1 Questions</i>	Lesson 2 part 1 & 2 Lectures Reaction to Readings (see module)

		<p><i>Lesson 2 Reactions to Readings</i></p> <p><i>Lesson 2 Discussion 1</i></p> <p><i>Lesson 2 Listen to This!</i></p> <p><i>Lesson 2 pt. 2 Questions</i></p> <p><i>Lesson 2 Activity 1</i></p> <p><i>Lesson 2 Read on the Web</i></p> <p><i>Lesson 2 Read on the Web 2 (GRADUATE ONLY)</i></p> <p><i>Lesson 2 Activity 2</i></p> <p><i>Lesson 2 Discussion 2</i></p> <p><i>Lesson 2 Quiz</i></p>	<p>www.disability.gov</p>
<p>Weeks 5 & 6: 09/25 – 10/08</p>	<p>Services and Supports</p>	<p><i>Lesson 3 part 1 Lecture Questions</i></p> <p><i>Lesson 3 Discussion post 1</i></p> <p><i>Lesson 3 Read on the Web</i></p> <p><i>Lesson 3 Reaction to Readings</i></p>	<p>Lesson 3 Lectures parts 1 & 2</p> <p>Reaction to Readings (see module)</p> <p>Read on the Web part 1</p> <p>Read on the Web part 2</p> <p>Lesson 3 Reflection (GRADUATE ONLY)</p>

		<p><i>Lesson 3 Activity 1</i></p> <p><i>Lesson 3 part 2 Lecture questions</i></p> <p><i>Lesson 3 Read on the Web pt. 2</i></p> <p><i>Lesson 3 Web Hunt</i></p> <p><i>Lesson 3 Listen to This!</i></p> <p><i>Lesson 3 Activity 2</i></p> <p><i>Lesson 3 Reflection (GRADUATE ONLY)</i></p> <p><i>Lesson 3 Quiz</i></p>	
Weeks 7 & 8: 10/09 – 10/22	Movie!		Reaction to Readings (see module)
Weeks 9 & 10: 10/23 – 11/05	Legal and Ethical Concerns	<p><i>Lesson 5 part 1 Lecture Questions</i></p> <p><i>Lesson 5 Discussion Post 1</i></p> <p><i>Lesson 5 Listen to This!</i></p> <p><i>Lesson 5 part 2 Lecture Questions</i></p>	<p>Lecture 5 parts 1, 2, & 3</p> <p>Reaction to Readings (see module)</p> <p>Read on the Web</p> <p>Not Dead Yet (UK) http://notdeadyetuk.org/about/</p> <p>Rooted in Rights: Assisted Suicide https://rootedinrights.org/?s=assisted+suicide</p>

		<p><i>Lesson 5 Activity</i></p> <p><i>Lesson 5 Read on the Web</i></p> <p><i>Lesson 5 part 3 Lecture Questions</i></p> <p><i>Lesson 5 Reaction to Readings</i></p> <p><i>Lesson 5 Quiz</i></p>	
<p>Weeks 11 & 12: 11/06 – 11/19</p>	<p>Political Economy of Disability</p>	<p><i>Lesson 6 lecture part 1 Questions</i></p> <p><i>Lesson 6 Reaction to Readings</i></p> <p><i>Lesson 6 Discussion Post</i></p> <p><i>Lesson 6 Quiz</i></p>	<p>Lecture parts 1 & 2</p> <p>Reaction to Readings (see module)</p>
<p>Weeks 13 - 14: 11/20 – 12/03</p>	<p>Disability Justice</p>	<p><i>Lesson 7 Lecture part 1 questions</i></p> <p><i>Reaction to Readings</i></p> <p><i>Lesson 7 Read on the Web</i></p>	<p>Lesson 7 Lecture parts 1 & 2</p> <p>Reaction to Readings (see module)</p>

		<i>Lesson 7 Discussion Post</i> <i>Lesson 7 Quiz</i>	
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X. BIBLIOGRAPHY (see syllabus)

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