I. **Catalog Course Description**

Prepares the social worker to be an effective practitioner in the field of developmental disabilities and examines the complexity of social issues and how they affect social work practice, including the issue of current legislation and policies.

II. **Course Description**

This course is designed to examine the field of disability from various perspectives. Students will study an array of issues that includes historical development, epidemiological, different perspectives of disability, principals, policies, programs and practice issues in the field of developmental disabilities. The course takes looks across the lifespan of persons with developmental disabilities. The role and responsibility of social work professionals in shaping, delivering and evaluating support services will be considered. Specific areas of discussion will include: identification and assessment of disabilities and developmental disabilities early intervention, education and transition services, vocational opportunities, and support for living in the community, while considering the values and assumptions that underlie these interventions. Students will be encouraged to compare and contrast current initiatives in the disability arena with other social services and target populations. Other topics will include: Medicaid, managed care, entitlements, special education provisions, and specific state and local resources available to people with disabilities and their families.
III. **Place of Course in the Program**

This is an elective course

IV. **Course Objectives**

1. To become familiar with the spectrum of conditions that comprises the field of developmental disabilities across the lifespan.
2. To review the evolution of the field of disability, and how it has impacted the self-perceptions and societal response to person’s with disabilities.
3. To understand the theories and paradigms that have shaped services and policy with respect to person’s with disabilities and their families.
4. To demonstrate knowledge and understanding of the various social, cultural, political, and legal forces affecting the lives of people with disabilities.
5. To develop an understanding of the social services and generic community resources available to both children and adults with disabilities and their families.
6. To clarify the role of social workers in promoting valued outcomes in the lives of people with disabilities and their families, including the adherence to social work values, such as self-determination and confidentiality that are embodied in the NASW Code of Ethics, and address ethical issues regarding all clients but especially as these values apply to people with disabilities.

V. **Required Texts and Readings:**


**Supplemental Texts:**


**Additional Sources:**

Electronic Readings: Readings are on e-reserve. Go to Rutgers University Libraries home page ([www.libraries.rutgers.edu](http://www.libraries.rutgers.edu)), click on IRIS, and then click on Reserve Desk. Readings are listed in alphabetical order by author’s name and can be found by searching Current Issues in Developmental Disabilities or the course’s lead professor’s name (Findley).

VI. **Course Requirements**
1) It is important that assigned readings be completed on a timely, weekly basis in order to have informed class discussions. All class lectures will assume that students have read the assigned material.

2) Class participation and attendance are directly considered in evaluating grades. Students are expected to notify the class instructor if they are unable to attend class for any reason. Excessive (3 or more) absences or incomplete class attendance can result in a reduction in the final grade.

Assignments include:

1) Three Field Notes (40% of the grade). The purpose of the field notes is to provide you with the opportunity to integrate reading assignments with your analysis of the readings and with observations of individuals in their environments. In your field notes, you may also include assigned readings or other pertinent references from the literature and your experiences in the field of disabilities. These references may be used to supplement required readings, and cannot be used in their place. Keep a folder for your notes. Make sure that you keep a copy for yourself. Field notes should be no longer than 3 pages each.

If you are not in a disability-related field placement, you may critique the readings and discuss their implications for practice or policy. For example, what issues does the reading raise for your field placement agency? You are not expected to have definitive solutions, but what questions does the reading raise for the agency's clients, for how services are provided, or for agency staff? Does the reading raise any issues related to agency policies?

OR

2) Five Log Assignments and oral presentations related to physical & developmental disability issues or oral presentations of journal articles or a book (fiction or auto/biographical) or movie critique discussing how persons with disabilities are portrayed in the media (40% of the grade). Log assignments should include reflections on the personal impact of an experience, implications for practice, and comparisons with current information about policy or practice.

4.) Final Paper (40% of the grade).

Write a 10-page paper about a specific problem or issue of a childhood developmental disorder or physical disability. The number of pages does not include references. Make sure that you include theory, etiology, incidence and prevalence, bio-psychosocial aspects of the disorder, and implications for human behavior in the social environment and for social policy. Your bibliography must be up to date. Make sure to include only references from the last 7 years.

OR
Write a 10-page paper about a disability policy issue. The paper will be divided into three (3-5 page) sections. **Section I** will define a critical social issue impacting the health and welfare of people with disabilities. **Section II** analyses a regulatory or statutory solution, or a potential regulatory or statutory solution to this issue. **Section III** is an academic analysis of the solution chosen.

All assignments are due at the beginning of class on the due date. Late submission will be reflected in grade reduction.

All papers submitted for the course should adhere to the guidelines set forth by the *Publication Manual of the American Psychological Association, 6th edition* (2009). Ideas should be logically and coherently presented, employing proper grammar and critical thinking skills. Relevant citations of the literature must be evident for all written work. Writing assistance is available at the Student Writing Center (732/932-1149) [http://plangere.rutgers.edu/](http://plangere.rutgers.edu/)

**VII. Grading**

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class preparation and participation</td>
<td>10%</td>
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<tr>
<td>Field notes or Log assignments</td>
<td>40%</td>
</tr>
<tr>
<td>Disability presentation &amp; fact sheet</td>
<td>10%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40%</td>
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**VIII. Course Evaluation**

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

**IX. Academic Integrity**

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be constructed as an attempt to misrepresent the cited materials as your own.

Use the citation style preferred by the discipline. (APA in our case.)

Effective September 2, 2008, a revised Policy on Academic Integrity went into effect.
The new policy is posted at http://academicintegrity.rutgers.edu/integrity.shtml

Please Note: Violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by first-year undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Judicial Affairs. The AIF that you should contact is Antoinette Y. Farmer, 732.932.2621. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade, shall be assigned until the case is resolved.

Definition of Plagiarism
Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or part in one’s own words. To acknowledge a paraphrase properly, one might state: to paraphrase Plato’s comment...and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not to be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some case, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

X. Disability Accommodation

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu; 732-932-2847. Students must have a letter of accommodation from the Office of Disability Services in order to receive accommodations.
XI. Course Outline

I. Introductory Concepts

Week 1: Overview of Disability and Definitions

- Course introduction
- Introduction to disability
- Overview of disability
- Stereotypes and myths
- Looking at one’s own beliefs and values regarding disabilities

Required Readings

Mackelprang & Salsgiver, Chapter 1 (The Meanings and History of Disability in Society)

Rothman, Chapter 9 (Understanding the Experience of Disability: Living with Limitations and Stereotypes)

Supplementary Readings


Week 2: Theoretical Models of Disability, History of Disability

- Different models/theoretical perspectives
- History of disability

Required Readings

Rothman, Chapter 1 (Theoretical Frameworks)

Mackelprang & Salsgiver, Chapter 2 (Human Development and Disability) and Chapter 3 (Traditional Approaches to Disability: Moral and Medical Models)

Albrecht, et al., Ch. 3 (Disability Definitions, Models, Classification Schemes, and Applications)

Supplementary Readings
Minnesota Governor’s Council on Developmental Disabilities.  
*Parallels in Time II: 1950 - 2005.*  
http://www.mncdd.org/parallels2/prologue/index.htm

**Week 3: Culture and Diversity in Disability**

- Disability culture
- Disability as diversity

**Required Readings**

Mackelprang & Salsgiver, Chapter 4 (Disability Culture)

Rothman, Chapter 9 (Understanding the Experience of Disability: Living with Limitation and Stereotypes)**repeat**

**II. CHILDHOOD DISABILITY, DEVELOPMENTAL DISABILITIES, AND DEVELOPMENT**

**Week 4: Overview of Impairments and Their Implications**

- Overview of major impairments
- Identification and diagnosis of developmental disabilities
  - Intellectual disability (mental retardation)
  - Down Syndrome
  - Autism
  - Cerebral palsy
  - Spina bifida

**Required Readings**

Mackelprang & Salsgiver Chapter 6 (Mobility Disabilities); Chapter 7 (Deafness and Hearing Impairments); Chapter 8 (Visual Disabilities); Chapter 10 (Developmental Disabilities)


**Supplementary Readings**


**Week 5: Normal Development and Risk factors:**
- Maternal and neonatal/genetic factors
- Chromosomal abnormalities
- Biological
- Environmental

*Required Readings*


**III. FAMILY ISSUES AND CHILDREN WITH DISABILITIES**

**Week 6: Parenting Issues and Supports**
- Parenting, stress and single parenting
- Life cycle perspectives
- Issues of diversity and parenting
- Resources and supports

*Required Readings*

Albrecht, Seelman, & Bury, Chapter 14 (Mapping the Family: Disability Studies and the Exploration of Parental Response to Disability)


**Supplementary Readings**


**Week 7: Siblings**

- **Siblings of children with developmental disabilities**
- **Adopting children with developmental disabilities**

**Required Readings**


IV LEGAL, EDUCATIONAL AND POLICY ISSUES

Week 8: Legislation and Child Welfare Issues

- Historical perspectives of inclusion and exclusion
- Review of federal and state laws that pertain to children with disabilities
- Child welfare issues and children with disabilities, neglect, abuse
- “Not Dead Yet”

Required Readings:

Mackelprang and Salsgiver, Chapter 5 (Disability Laws, Policies, and Civil Rights)

Rothman, Chapter 4 (Disability Legislation and the ADA)

Albrecht, Seelman, & Bury, Chapter 20 (Inclusion and Exclusion: An Analysis of Historical and Cultural Meanings)


Supplementary Readings:


http://www.c-c-d.org/task_forces/trans/CCD-Transition-Recommendations-11-17-08.pdf


http://www.nytimes.com/2008/12/28/magazine/28mcbryde-t.html?_r=1&ref=magazine


Week 9: Access to Education

- Inclusion
- Equality
- Issues in education

Required Readings

Institute on Community Integration. (2003). Impact. 16 (1).
Three articles:
- Movement Toward the Vision: The Voices of Experience;
- Lessons Learned on the Way Toward Inclusion;
- But What About...? Supporting Students with the Most Significant Disabilities.


V. DEVELOPMENT DISABILITY IN ADULTHOOD

Week 10: Access to Employment
- Americans with Disabilities Act
- Department of Labor

Required Readings
Rothman, Chapter 20 (Public and Private Intersections in Employment and Income Support)


Week 11: Health, Sexuality, and Spirituality
- Access to health insurance
- Disability and sexuality
- The role of spirituality in living with a disability

Required Readings
Rothman, Chapter 19 (Public and Private Intersections in Housing and Personal Care Needs)


Week 12: Aging with a Developmental Disability

- Issues of long term care for those with developmental disabilities
- End of life care

Required Readings


VI: The Social Worker’s Role

Weeks 13 & 14: Assessment and Practice Models

- Assessment of individuals and groups
- Practice models
- Ethics in working with those with disabilities

Required Readings:

Mackelprang & Salsgiver, Chapter13 (Assessment in Practice); Chapter 14 (Models of Practice)

Rothman, Chapter 11 (Trust and Relationship Building) Chapter 12 (Assessing Individuals and Communities); Chapter 13 (Practice Models: Working with Individuals); Chapter 14 (Practice Models: Working with the Disability Community)


**Supplemental Readings:**


**Week 15: Resources and Social Support**

- Services for people with disabilities
- Service dimensions
- Course Wrap Up

**Required Readings:**

Rothman, Chapter 16 (Overview of Network and Services in the Public Sector); Chapter 17 (Overview of Network and Services in the Private Sector)

*Updated: July 23, 2009*