Current Issues in Developmental Disabilities

Course: SW 19:910:560
Time: Location:

Instructor: E-mail: Telephone:

Office Hours: Office:

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 Overview

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. Program Level Learning Goals and the Council of Social Work Education’s Social Work Competencies

The MSW Program at Rutgers, The State University of New Jersey is accredited by the Council on Social Work Education (CSWE). CSWE uses the 2015 Education Policy and Accreditation Standards (EPAS) to accredit and reaffirm baccalaureate and master-level social programs in the United States. These accreditation standards can be reviewed at cswe.org or by accessing the link on the Rutgers School of Social Work homepage.

The Rutgers University School of Social Work has integrated the nine CSWE competencies, which are in the 2015 EPAS, within its curriculum. This course will assist students in developing the following competency:

Competency 2: Engage Diversity and Difference in Practice. The definition is below.

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

V. Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the developmental disabilities within the context of the social environment.

Goals:

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.

VI. Social Work Mission and School of Social Work Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior; 
2. Engage Diversity and Difference in Practice; and 
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VII. Required Texts and Readings


Supplemental Texts:


Additional Sources:

Other readings are in the library in the E-Reserves under Findley (the lead professor for the course) [https://www.libraries.rutgers.edu/course_reserves](https://www.libraries.rutgers.edu/course_reserves)

VIII. Course Attendance and Participation Policies

1. Students are expected to be active learners and collaborators. Students are expected to contribute knowledge and observations to discussions. Regular class attendance with active participation is expected. When students participate actively in class discussions learning is enhanced. It is important that reading assignments be completed prior to each session. Please take responsibility for seeking clarification of difficult material encountered in the text, readings, and lectures. At the end of each class session, readings for the subsequent class will be assigned.
Class attendance is not optional. Students are expected to notify the instructor prior to missing a session (see email and telephone numbers above). With 2 or more absences, the professor reserves the right to reduce the final grade. Students who leave during breaks will be marked as absent. You will not be penalized for missing class for appropriate reasons (e.g., illness and religious observances). If you are absent for medical reasons, you must bring a note from your doctor. Students are required to take the examinations on the designated dates. No make-up examinations will be given unless a physician has certified, in writing, that you are unable to take the examination. Students who leave during breaks will be marked as absent. You will not be penalized for missing class for appropriate reasons (e.g., illness and religious observances). If you are absent for medical reasons, you must bring a note from your doctor. Students are required to take the examinations on the designated dates. No make-up examinations will be given unless a physician has certified, in writing, that you are unable to take the examination.

All written work must be typed. Late assignments will not be accepted, unless the student has made arrangements prior to the assignment due date. The professor reserves the right to reduce the letter grade for late assignments. All written assignments must follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not confirm to APA format (see this website for a useful guide to APA, [http://www.columbia.edu/cu/ssw/write/apastyle.html](http://www.columbia.edu/cu/ssw/write/apastyle.html)).

Please do not use cell phones or laptops during class, unless they are required for your learning. You will be dismissed from class if you use these devices for surfing the internet or answering email. This course is meant to be a conversation. Electronic devices easily disrupt attention interrupt the learning process.

IX. Assignments and Grading

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 must be no longer than 3 pages each.

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.

Field Notes and Log Assignments are due on 2/3; 2/17; 2/24; 3/10; and 3/24

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/

Grading Standards

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

Grade cut-offs for all courses offered by the Rutgers Graduate School of Social Work (MSW) as follows:

A  92-100
B+  87-91
Graded Course Components

<table>
<thead>
<tr>
<th>Component</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</td>
<td>10%</td>
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<tr>
<td>Disability presentation &amp; fact sheet</td>
<td>40%</td>
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<tr>
<td>Final Paper</td>
<td>40%</td>
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X. Academic Resources

Library Research Assistance

Dr. Karen Hartmann is the social work librarian on the New Brunswick Campus karen.hartman@rutgers.edu p. 848-932-6104; Natalie Borisovets is at Newark, Dana Library natalieb@rutgers.edu973-353-5909; Katie Anderson is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available. https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching

Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment. http://www.ncas.rutgers.edu/writingcenter

Camden Campus
The Camden learning center provides writing assistance for MSW students on the Camden campus. [http://learn.camden.rutgers.edu/writing-assistance](http://learn.camden.rutgers.edu/writing-assistance)

**Additional Online Resources**

**APA Style**

Purdue OWL [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)


Purdue OWL Mechanics, grammar, organization [https://owl.english.purdue.edu/owl/section/1/](https://owl.english.purdue.edu/owl/section/1/)

*Email Etiquette for Students*

[https://owl.english.purdue.edu/owl/resource/694/01/](https://owl.english.purdue.edu/owl/resource/694/01/)

**XI. 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.

**XII. 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 construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

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 footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in 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 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 cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University’s Academic Integrity Policy is as follows:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution”.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by 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 Conduct. The AIF that you should contact is Laura Curran, at lacurran@ssw.rutgers.edu. 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. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers.

XIII. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’
disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

XIV. Other Resources

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, http://vpva.rutgers.edu. Services are free and confidential and available 24 hrs/day, 7 days a week.

Active Shooter Resources: Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus- http://rupd.rutgers.edu/shooter.php.

IX. Course Outline

A variety of methods are used including lectures, discussions, exercises, assignments, readings, podcasts and videos. Readings that are not from your textbook are available electronically through the library reserve system.

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

Brown, Percy, Fung, & Shogren
Chapter 1 (What is Meant by Intellectual and Developmental Disabilities)

Week 2: Theoretical Models of Disability, History of Disability
- Different models/theoretical perspectives
- Definitions of Intellectual and Developmental Disabilities
- History and Trends

**Required Readings**

Brown, Percy, Fung, & Shogren  
Chapter 2 (Historical Overview of Intellectual and Developmental Disabilities);  
Chapter 3 (Changing Perspectives on Developmental Disabilities);  
Chapter 4 (Trends and Issues in Intellectual and Developmental Disabilities)

**Supplementary Readings:**


## II GENETICS AND DEVELOPMENT

### Week 3: Genetics and Development, Conditions Associated with Developmental Disabilities (Part 1)

- Factors contributing to intellectual and developmental disabilities
- Down Syndrome

**Required Readings:**

Brown, Percy, Fung, & Shogren,  
Chapter 33 (The First 1,000 Days of Fetal and Infant Development)  
Chapter 13 (Factors that Cause or Contribute to Intellectual and DD);  
Chapter 14 (Down Syndrome)


**Supplementary Readings:**

Chapter 9 (Introduction to Early Development)  
Chapter 10 (Introduction to Genetics, Development, Epigenetics);

### Week 4: Genetics and Development, Conditions Associated with Developmental Disabilities (Part 2)
- Autism Spectrum Disorder
- Fragile X syndrome

**Required Readings:**

Brown, Percy, Fung, & Shogren,
  Chapter 15 (Fragile X Syndrome)
  Chapter 16 (Autism Spectrum Disorder)


http://www.nytimes.com/2012/12/02/magazine/the-autism-advantage.html?emc=eta1&_r=0

**Supplementary Readings:**


**Week 5: Overview of Impairments and Their Implications**

- Fetal Alcohol Spectrum Disorder
- Cerebral palsy
- Epilepsy
- Spina bifida
- Other syndromes and disorders

**Required Readings:**

Brown, Percy, Fung, & Shogren,
  Chapter 18 & 19 (Fetal Alcohol Spectrum Disorder);
  Chapter 20 (Cerebral Palsy);
  Chapter 22 (Epilepsy);


Supplementary Readings:
Chapter 21 (Other Syndromes and Disorders Associated with Intellectual and DD);


III. LIVING WITH DISABILITIES

Week 6: Self-Advocacy, Person-Centered Thinking, and Siblings

- Person Centered Thinking
- Siblings of children with developmental disabilities

Required Readings

Brown, Percy, Fung, & Shogren,
Chapter 7 (Self-Advocacy)
Chapter 40 (Providing Support that Enhances a Family’s Quality of Life)


Supplementary Readings:


Week 7: Parenting Issues

- Parenting, stress, and single parenting
- Life cycle perspectives
• **Family support**

*Required Readings:*

Brown, Percy, Fung, & Shogren,
Chapter 29 (Challenging Families, Challenging Service Systems)
Chapter 42 (Parenting by People with Intellectual Disability)


*Supplementary Readings:*


**IV Disability Services Across the Life Course**

**Week 8: Access to Education**

• **Early Intervention**
• **Inclusion**
• **Equality**
• **Issues in education**

*Required Readings:*

Brown, Percy, Fung, & Shogren,
Chapter 24 (An Introduction to Assessment, Diagnosis, Intervention, and Services)
Chapter 34 (Early Intervention for Young Children)
Chapter 36 (Education for Individuals with Intellectual and DD)

Supplementary Readings:


Week 9: Sexuality, Abuse & Neglect

- Sexuality and disability
- Abuse & neglect

Required Readings:

Brown, Percy, Fung, & Shogren,
Chapter 35 (Maltreatment of Children with Developmental Disabilities)
Chapter 41(Sexuality and People Who Have Intellectual Disabilities)
Chapter 45 (Ethics of Decision Making and Consent)


V. DEVELOPMENT DISABILITY IN ADULTHOOD

Week 10: Transition from School to Adult Life; Access to Employment

- Transition from Educational Entitlement
- Employment and Unemployment

Required Readings:

Brown, Percy, Fung, & Shogren,
Chapter 37 (The Transition from School to Adult Life);
Chapter 38 (Work and Employment for People with Intellectual and DD)


**Supplementary Readings:**


http://www.nod.org/news/harris_interactive_survey_largest_minority_group_falls_behind_in_companies/

**Week 11: Health and Mental Health; Transition to Adult Healthcare**

- Access to Insurance
- Transition to Adult Healthcare
- Health and mental health issues for individuals with disabilities
- Issues of long term care for those with developmental disabilities

**Required Readings:**

Brown, Percy, Fung, & Shogren, 90
- Chapter 28 (Behavioral Intervention);
- Chapter 46 (Physical Health);
- Chapter 47 (People with Intellectual Disabilities and Mental Health Needs)


http://online.wsj.com/news/article_email/SB1000142405270230424904579278230969230304-lMyQjAxMTA0MDEwNJExNDYyWj


**Supplementary Readings:**


**Week 12: Cultural Competence & Aging with a disability**

- Disability in a cultural context
- Aging issues in disability

**Required Readings:**

Brown, Percy, Fung, & Shogren,
Chapter 27 (Responding to Cultural and Linguistic Differences)
Chapter 44 (Aging)


**Supplementary Readings:**

Brown, Percy, Fung, & Shogren,
Chapter 49 (Alzheimer’s Disease and Dementia)

Taylor-Ritzler, T., & Keys, C.B. (Eds.), *Race, Culture and Disability: Rehabilitation Science and Practice* (pp. 33-52). Sudbury, MA: Jones and Bartlett Publishers.


VI: **ASSESSMENT AND SERVICE SYSTEMS**

**Weeks 13: Assessment and Practice Models**

- Assessment of individuals with DD
- Organization of Service Systems
- Ethics in working with those with disabilities

*Required Readings:*

Brown, Percy, Fung, & Shogren,  
Chapter 25 (An Introduction to Intellectual and Developmental Disability Service Systems and Service Approaches)

Chapter 26 (The Roles, Skills, and Competencies of Direct Support Professionals)


*Supplementary Readings:*


Week 14: Disability Policy Issues and Child Welfare Issues

- Policy issues affecting individuals with intellectual and developmental disabilities
- Child Welfare

Required Readings:

Brown, Percy, Fung, & Shogren
Chapter 6 (Advocacy and Legal Considerations to Ensure Civil Rights)


Supplementary Readings:

Brown, Percy, Fung, & Shogren
Chapter 5 (International Human Rights and Intellectual Disability)


Week 15: Course Wrap Up

- Course Wrap Up
- Reflections