

**MASTER SYLLABUS
RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
Spring 2019**

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, 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 strengths 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

Brown, I., Percy, M., Fung, W. L., & Shogren, K. A. (Eds). (2017). *A Comprehensive Guide to Intellectual and Developmental Disabilities*. Baltimore, MD: Paul H. Brookes Publishing, Company.

Supplemental Texts:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Washington, D.C.: American Psychological Association.

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

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.

- 2.) 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.
- 3.) 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 conform to APA format (see this website for a useful guide to APA, <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

B	82-86
C+	77-81
C	70-76
F	0-69

*Scores to be rounded up at .5

Graded Course Components

Class preparation and participation	10%
Field Notes	10%
Disability presentation & fact sheet	40%
Final Paper	40%

X. Academic Resources

Library Research Assistance

Dr. Karen Hartmann is the social work 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>

Additional Online Resources

APA Style

Purdue OWL <https://owl.english.purdue.edu/owl/resource/560/01/>
APA Style Guide <http://www.apastyle.org/learn/faqs/index.aspx>

Purdue OWL Mechanics, grammar, organization
<https://owl.english.purdue.edu/owl/section/1/>

Email Etiquette for Students

<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:

Van Naarden Braun, K., Christensen, D., Doernberg, N., Schieve, L., Rice, C., Wiggins, L., Schendel, D & Yeargin-Allsopp, M. (2015). Trends in the Prevalence of Autism Spectrum Disorder, Cerebral Palsy, Hearing Loss, Intellectual Disability, and Vision Impairment, Metropolitan Atlanta, 1991–2010. *PloS one*, 10(4)

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)

Karmiloff-Smith, A., Al-Janabi, T., D'Souza, H., Groet, J., Massand, E., Mok, K., Karmiloff-Smith, A., Al-Janabi, T., D'Souza, H., Groet, J., Massand, E., Mok, K., Startin, C., Fisher, E., Hardy, J., Nizetic, D. and ... & Tybulewicz, V. (2016). The importance of understanding individual differences in Down syndrome. *F1000Research*, 5.

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)

CDC. (2012). Prevalence and Characteristics of Autism Spectrum Disorder Among Children Aged 8 Years — Autism and Developmental Disabilities Monitoring Network, 11 Sites, United States, 2012. Retrieved from <https://www.cdc.gov/mmwr/volumes/65/ss/ss6503a1.htm>

Cook, G. (2012, November 29). The autism advantage. *New York Times*.
<http://www.nytimes.com/2012/12/02/magazine/the-autism-advantage.html?emc=eta1&r=0>

Supplementary Readings:

Jenks. A. (2010). World of Jenks (Season 1, Episode 2). Can't make me be.
 Retrieved from: <http://www.mtv.com/videos/world-of-jenks-ep-2-cant-make-me-be/1647734/playlist.jhtml>

Zahorodny, W., Shenouda, J., Howell, S., Rosato, N.S., Peng, B., & Mehta, U. (2012). Increasing autism prevalence in metropolitan New Jersey. *Autism*. Retrieved from <http://aut.sagepub.com/content/early/2012/12/14/1362361312463977>.
 doi:10.1177/1362361312463977

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);

McBryde Johnson, H. (2003, February 16). Unspeakable Conversations. *New York Times*.
<http://query.nytimes.com/gst/fullpage.html?sec=health&res=9401EFDC113BF935A25751C0A9659C8B63>

Singer, P. (2008, December 24.) Happy Nevertheless. *New York Times*
http://www.nytimes.com/2008/12/28/magazine/28mcbryde-t.html?_r=1&ref=magazine

Langmore, P. (2009, January 13). Peter Singer's "Tribute" to Harriet Johnson - and Paul Langmore's Response. *Not Dead Yet Blog*.
<http://notdeadyetnewscommentary.blogspot.com/2009/01/peter-singers-tribute-to-harriet.html>

Supplementary Readings:

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

Douglas, T., Redley, B., & Ottmann, G. (2017). The Need to Know: the information needs of parents of infants with an intellectual disability—a qualitative study. *Journal of Advanced Nursing* (73) 11, 2600–2608.

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)

Arnold, C.K., Heller, T., & Kramer, J. (2012). Support needs of siblings of people with developmental disabilities. *Intellectual and Developmental Disabilities*, 50(5), 373-382.

Doody, M.A., Hastings, R.P., O'Neill, S., & Grey, I.M. (2010). Sibling relationships in adults who have siblings with or without intellectual disabilities. *Research in Developmental Disabilities*, 31, 224-231.

Supplementary Readings:

The Arc of the US. (2011). Still in the shadows with their future uncertain: A report on family and individuals needs for disability supports (FINDS).

<http://www.thearc.org/document.doc?id=3672>

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)

Gabbard, C. (2010). A life beyond reason. *The Chronicle Review*, November 7, 2010.
<http://chronicle.com/article/article-content/125242/>

New Jersey Family Support Councils & New Jersey Family Support Coalition (2010). Family To-Do Lists. Trenton, NJ: Author.
<http://www.familysupportcoalition.org/family-to-do-lists.php>

Seltzer, M. M., Floyd, F.J, Song, J., Greenberg, J.S., & Hong, J. (2011) Mid-life and aging parents of adults with intellectual and developmental disabilities: impacts of lifelong parenting. *American Journal on Intellectual and Developmental Disabilities* 106, 6, 479-499.

Supplementary Readings:

Crettenden, A., Wright, A., & Beilby, E. (2014). Supporting families: Outcomes of placement in voluntary out-of-home care for children and young people with disabilities and their families. *Children and Youth Services Review*, 39, 57-64

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)

Kagohara, D. M., van der Meer, L., Ramdoss, S., O'Reilly, M. F., Lancioni, G. E., Davis, T. N., Rispoli, M., Lang, R., Marschik, PG, Sutherland, D., & Green, V. A. (2013). Using iPods® and iPads® in teaching programs for individuals with developmental disabilities: A systematic review. *Research in Developmental Disabilities*, 34(1), 147-156.

Supplementary Readings:

Almazon, S. (2009). What the state statistics say about inclusive education. *TASH Connections*, (35), 7 – 11.

Quirk, C. (2009). Concluding briefing remarks: Recommended policies for taking best practices to scale. *TASH Connections*, (35), 31 - 32.

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)

Euser, S., Alink, L. R., Tharner, A., IJzendoorn, M. H., & Bakermans-Kranenburg, M. J. (2016). The prevalence of child sexual abuse in out-of-home care: Increased risk for children with a mild intellectual disability. *Journal of Applied Research in Intellectual Disabilities*, 29(1), 83-92.

Gürol, A., Polat, S., & Oran, T. (2014). Views of mothers having children with intellectual disability regarding sexual education: A qualitative study. *Sexuality and Disability*, 32(2), 123-133.

Wissink, I. B., Van Vugt, E., Moonen, X., Stams, G. J. J., & Hendriks, J. (2015). Sexual abuse involving children with an intellectual disability (ID): a narrative review. *Research in developmental disabilities*, 36, 20-35.

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)

- Carol, K. (2012). Helping our loved ones prosper: Supporting social networking to build careers. *Impact: Feature Issue on Supporting New Career Paths for People with Intellectual and Developmental Disabilities* 25(1), (Winter/Spring).
- Griffin, C., Niemiec, B. & Zeilinger, M. (2012). Customizing job-development: Un-occupying the workshop, one person at a time. *Impact: Feature Issue on Supporting New Career Paths for People with Intellectual and Developmental Disabilities* 25(1), (Winter/Spring).
- Kiernan, W.E., Hoff, D., Freeze, S., & Mank, D.H. (2011). Employment first: A beginning not an end. *Intellectual and Developmental Disabilities*, 49, 300-304.
- Rueda, R., Monzo, L., Gomez, J., & Blacher, J. Cultural models of transition: Latina mothers of young adults with developmental disabilities. *Exceptional Children*, 71(4), 401-414.
- Wehman, P., Schall, C., Carr, S., Targett, P., West, M., & Cifu, G. (2014). Transition from school to adulthood for youth with autism spectrum disorder: What we know and what we need to know. *Journal of Disability Policy Studies*, 25(1), 30-40.

Supplementary Readings:

Kessler Foundation and National Organization on Disability (2010). [TheADA, 20 years later, Executive summary.](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)

Ansberry, C. (2014, January 14). Splintered System Often Fails Mentally Ill with Low IQs. The Wall Street Journal.
http://online.wsj.com/news/article_email/SB10001424052702304244904579278230969230304-IMyQjAxMTA0MDEwNjExNDYyWj

Razza, N.J. & Tomasulo, D.J. (2005) What the literature tells us. In Razza, N.J. & Tomasulo, D.J. *Healing trauma: The power of group treatment for people with intellectual disabilities*. Washington, D.C.: American Psychological Association.

The Arc of the United States. (2012). *The affordable care act: What disability advocates need to know*. <http://www.aucd.org/docs/ACA%20Policy%20Matters.pdf>

Supplementary Readings:

Parish, S.L., Moss, K. & Richman, E.L. (2008). Perspectives on health care of adults with developmental disabilities. *Intellectual and Developmental Disabilities*, 46 (6), 411–426.

Parish, S. L. & Lutwick, Z. E (2005). [A critical analysis of the emerging crisis in long-term care for people with developmental disabilities](#). *Social Work*, 50, 345-354.

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)

Botsford, A.L. (2000). [Integrating end of life care into services for people with an intellectual disability](#). *Social Work in Health Care*, 31, 35-48.

Magaña, S., Parish, S. L., & Son, E. (2015). Have racial and ethnic disparities in the quality of health care relationships changed for children with developmental disabilities and ASD? *American Journal on Intellectual and Developmental Disabilities*, 120(6), 504-513,569,571

Young, H. (2017). Overcoming barriers to grief: supporting bereaved people with profound intellectual and multiple disabilities. *International Journal of Developmental Disabilities*, 63(3), 131-137

Supplementary Readings:

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

Gill, C.J., & Cross, W.E. Disability Identity and Racial-Cultural Identity Development: Points of Convergence, Divergence, and Interplay. (2009). In Balcazar, F., Suarez-Balcazar, Y.,

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

Huang, W., DeLambo, D.A., Kot, R., Ito, I., Long, H., & Dunn, K. (2004). [Self-advocacy skills in Asian American parents of children with developmental disabilities: a pilot study.](#) *Journal of Ethnic & Cultural Diversity in Social Work, 13*, 1-18.

Keys, C.B. Conclusion: How Race, Culture, and Disability Intersect: Pragmatic and Generative Perspectives. (2009). In Balcazar, F., Suarez-Balcazar, Y., Taylor-Ritzler, T., & Keys, C.B., *Race, Culture and Disability: Rehabilitation Science and Practice* (pp. 383-391). 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)

Turcotte, P., Mathew, M., Shea, L. L., Brusilovskiy, E., & Nonnemacher, S. L. (2016). Service needs across the lifespan for individuals with autism. *Journal of autism and developmental disorders, 46*(7), 2480-2489.

Russo-Gleicher, R.J. (2008). [MSW programs: gatekeepers to the field of developmental disabilities.](#) *Journal of Social Work Education, 44* 2008.

Supplementary Readings:

National Association of Social Workers. (2018). *Code of ethics.*
<http://www.socialworkers.org/pubs/code/code.asp>

Wood, J. J., McLeod, B. D., Klebanoff, S., & Brookman-Frazee, L. (2015). Toward the implementation of evidence-based interventions for youth with autism spectrum disorders in schools and community agencies. *Behavior therapy, 46*(1), 83-95.

Meinert, R. & de Loyola, S. (2002). [The national protection and advocacy system: what social workers need to know.](#) *Journal of Social Work in Disability & Rehabilitation, 1* 15-26.

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)

Clark, Maggie. (2014, January 21). High Court Revisits Death Penalty for Mentally Disabled. *The Pew Charitable Trust*, pp 1-4.

Larson, S.A., Salmi, P., Smith, D., Anderson, L. and Hewitt, A.S. (2014). Residential Services for Persons with Intellectual or Developmental Disabilities: Status and trends through 2011. Minneapolis: University of Minnesota, Research and Training Center on Community Living, Institute on Community Integration. – **Executive Summary, pp. xi-xv (15-19 in PDF) and pp. 55-58 (75-78 in PDF)**

Slyter, E. & Springer, C. (2011). Child welfare-involved youth with intellectual disabilities: Pathways into placements in foster care. *Intellectual and Developmental Disabilities*, 49(1), 1-13.

State of New Jersey: Task force on the closure of state developmental centers: Final report. August 1, 2012.

Supplementary Readings:

Brown, Percy, Fung, & Shogren

Chapter 5 (International Human Rights and Intellectual Disability)

Livio, S.K. New Jersey's disabled wait years for homes. (2008, November 30). *The Star-Ledger* http://www.nj.com/news/index.ssf/2008/11/new_jerseys_disabled_wait_year.html

National Council on Disability (2011). National disability policy, a progressreport. Washington, DC: Author.

Silverstein, Robert (2000). Emerging Disability Policy Framework: A Guidepost for Analyzing Public Policy. *Iowa Law Review*, 82, 1691-1797. http://disability.law.uiowa.edu/lhpdcrtrc/documents/silverstein/IA_LAW_REVIEW_BOOK_UG_2000.doc. (pp. 1751-1776 Recommended)

Swarns, R.L. After decades in institutions, a bumpy journey to a new life. (2012, September 29). *New York Times*

<http://www.nytimes.com/2012/09/30/us/ending-segregation-of-the-mentally-disabled.html?ref=health>

Week 15: Course Wrap Up

- Course Wrap Up
- Reflections