GRACE ABBOTT SCHOOL OF SOCIAL WORK

SOCIAL WORK WITH DISABILITIES
SOWK 4660 | 3 credit hours
Class Meetings: TBD

Instructor: TBD

Office: TBD

Office Phone: TBD

Email: TBD

Office Hours: TBD

Department: Grace Abbott School of Social Work
Main Office: 206 CPACS
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COURSE INFORMATION
Description
This is an introductory course to explore contemporary social work practices pertaining to the experiences of individuals with intellectual and developmental disability (I/DD) across the lifespan. Law and policy trends will be examined through the lens of disability rights, advocacy, and ethics. The course will assess the impact of intersectionality and diversity on the health and well-being of individuals with I/DD.

Rationale/Overview
Comprehensive views of intellectual and developmental disabilities are examined in this course. Students will examine the rich diversity and multidimensional experiences of people with I/DD. Philosophical, ethical, legal, and social work practice implications will also be discussed throughout the course. Anti-oppressive and anti-ableist approaches will be advanced and understood from a strengths-based perspective.

Course Objectives/Student Learning Outcomes
1. Articulate experiences of persons with intellectual/developmental disabilities (I/DD) in relation to historical events that have shaped societal attitudes and behaviors.
2. Analyze laws and policies related to health and mental health outcomes and well-being across the lifespan of individuals with I/DD.

3. Explore the impacts of intersectionality and diversity, including anti-racism, diversity, equity, and inclusion (ADEI), on the human experiences of people with I/DD.

4. Appraise competent and ethical practices that social workers can utilize when working with individuals with I/DD.

5. Determine best practices and models of care for individuals with I/DD related to contemporary service delivery across the lifespan.

REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS
Required Text(s)

TBD

COURSE STRUCTURE/FORMAT
Class lectures, discussions, in-class assignments, audio-visual aids, and guest speakers will be used to present course materials.

TENTATIVE COURSE SCHEDULE

Session/Date	Topic	Assignment
Session 1 [date]	Introduction to the course Lecture: The meanings and history of disability in society	Read: Ch. 1
Session 2 [date]	Lecture: Human development and disability	Read: Ch. 2
Session 3 [date]	Lecture: Traditional approaches to disability: moral and medical models	Read: Ch. 3
Session 4 [date]	Lecture: Disability culture	
Session 5 [date]	Lecture: Disability laws, policies, and civil rights	Read: Ch. 4
Session 6 [date]	Lecture: Mobility disabilities Lecture: Deafness and hearing impairments	
Session 7 [date]	Lecture: Visual disabilities	
Session 8 [date]	Midterm	Read: Ch. 5
Session 9 [date]	Lecture: Developmental disabilities	Read: Ch. 6
Session 10 [date]	Lecture: Mental health disabilities	Read: Ch. 7
Session 11 [date]	Spring Break – no class	
Session 12 [date]	Lecture: Cognitive disabilities	Read: Ch. 8
Session 13 [date]	Lecture: Health-related disabilities	

Session/Date	Topic	Assignment
Session 14 [date]	Lecture: Assessment in practice Lecture: Models of Practice	
Session 15 [date]	Presentations: Condition project	Read: Ch. 9
Session 16 [date]	Presentations: Condition project	Read: Ch. 10

IMPORTANT DATES

Last day to drop a course (via MavLink) and receive a 100% refund   TBD
Last day to withdraw from a course (via MavLink) with a grade of "W"   TBD

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)

Paper (1)   50 points (total)
      One paper worth 50 points.

Presentation (1)   20 points (total)
      One presentation worth 20 points.

Case Study (1)   20 points (total)
      One case study worth 20 points.

Attendance and Participation   10 points (total)

                                                     100 points (total)

GRADING SCALE

Percent	Final Grade	Quality Points
98–100%	A+	4.00
94–97.9%	A	4.00
91–93.9%	A-	3.67
88–90.9%	B+	3.33
84–87.9%	B	3.00
81–83.9%	B-	2.67
78–80.9%	C+	2.33
77–77.9%	C	2.00
71–73.9%	C-	1.67
68–70.9%	D+	1.33
64–67.9%	D	1.00
61–63.9%	D-	0.67

Percent	Final Grade	Quality Points
Below 60.9%	F	0.00

WRITING GUIDELINES

Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

PLAGIARISM STATEMENT

In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.

ACADEMIC INTEGRITY POLICY

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the policy on Academic Integrity shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

CLASSROOM EXPECTATIONS

Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

CELL PHONES, MOBILE DEVICES, AND LAPTOPS

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.

TECHNOLOGY REQUIREMENTS

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult Information Technology Services and the Criss Library, for more information on equipment locations and availability.

TECHNICAL SUPPORT

Technical support for common university systems, including Canvas and email, is available from Information Technology Services technical support located in Eppley Administration Building (EAB) 104.

ACCESSIBILITY ACCOMMODATIONS

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: H&K 104, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu)

CRISS LIBRARY

UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the Criss Library website.

EMERGENCY PREPAREDNESS

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO's emergency information page. If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

INCLEMENT WEATHER

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

PREFERRED NAME AND PREFERRED GENDER PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student's request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

WRITING CENTER

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to unomaha.edu/writingcenter or visit their main location in Arts and Sciences Hall (ASH) 150.

SPEECH CENTER

The UNO Speech Center provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

STUDENT SAFETY

A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the Division of Student Success.

OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)

Council on Social Work Education (CSWE) Competencies

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE's 2022 Educational Polices and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice.

3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. The CSWE 2022 EPAS core competencies are identified in the first column and mapped to the Student Learning Outcomes (SLOs), the field practicum learning contract assignments and the CSWE 2022 EPAS Dimensions.

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension*
1 = Demonstrate Ethical and Professional Behavior	4. Appraise competent and ethical practices that social workers can utilize when working with individuals with I/DD.		
3 = Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	1. Articulate experiences of persons with intellectual/developmental disabilities (I/DD) in relation to historical events that have shaped societal attitudes and behaviors. 3. Explore the impacts of intersectionality and diversity, including anti-racism, diversity, equity, and inclusion (ADEI), on the human experiences of people with I/DD.		
5 = Engage in Policy Practice	2. Analyze laws and policies related to health and mental health outcomes and well-being across the lifespan of individuals with I/DD.		
8 = Intervene with Individuals, Families, Groups,	5. Determine best practices and models of care for individuals with I/DD related		

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension*
Organizations, and Communities	to contemporary service delivery across the lifespan.		

*Dimensions Key:
    K = Knowledge
    S = Skills
    V = Value
    CAP = Cognitive and Affective Processing

REFERENCES AND SUPPLEMENTAL MATERIALS
References

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Bontinck, C., Warreyn, P., Van der Paelt, S., Demurie, E., & Roeyers, H. (2018). The early development of infant siblings of children with autism spectrum disorder: Characteristics of sibling interactions. PloS One, 13(3), e0193367–e0193367.

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