WILMINGTON UNIVERSITY
COURSE SYLLABUS

FACULTY MEMBER:

TERM:

COURSE TITLE:  Introduction to Disability Studies

COURSE NUMBER:  SOC 474

OFFICE HOURS/METHOD OF CONTACT:

Technical Requirements that may be required to utilize technology in this course:

- A headset or microphone.
- The latest version of Java

COURSE DESCRIPTION:

This course encourages the student to explore disability issues with an emphasis on the more personal aspects of living with a disability, as well as social policy issues that influence the daily lives of the disabled, including: community inclusion, independence, assistive technology, transportation, employment, self-care, recreation, communication, and health care. Federal regulations, as well as the history of service provision for those with disabilities, will be reviewed. Students will learn about the systems that support the full integration of people with disabilities in all facets of life. This course is designed to prepare undergraduate students with the knowledge and understanding of disability in order to enhance their skills as professionals and citizens.

COURSE OBJECTIVES:

This course will explore what disability means for the individual and the changing views of today’s society, including the human services network. Students will develop an understanding of the critical needs of persons with disabilities and the services that are both currently available and that must be developed to support this population. Consideration will be given to government policies and mandates. The course will provide students with an understanding of the disability community that will enable them to manage meaningful programming in a variety of settings. Furthermore, students will be able to:
• Recognize and define key concepts in disability studies
• Analyze the concept of disability and its relationship to culture.
• Identify and analyze societal barriers and supports that impact the lives of persons with disabilities.
• Understand the diversity of disability identity, experience, and culture in modern society.
• Propose strategies for inclusion of persons with disabilities in the workplace and in the community.

INSTRUCTIONAL GOALS:

GOAL A: Understand the importance of history in the United States and its impact on current disability issues in society.

Learning Outcomes: The student will

A-1. Identify and understand the chronology of disability in the United States
A-2. Understand the rise of the eugenics movement in the United States
A-3. Understand the differences between the moral, medical, and social model
A-4. Recognize the importance of the disability rights movement

GOAL B: Understand appropriate methods for communicating with persons with disabilities and common stereotypes that create barriers.

Learning Outcomes: The student will

B-1. Identify appropriate and inappropriate methods for communicating with those with disabilities who are verbal or non-verbal.
B-2. Recognize communication techniques that preserve the respect and dignity of persons with disabilities.
B-3. Understand the importance of communication in establishing trust and building relationships among those with disabilities.
B-4. Recognize common stereotypes that adversely impact the goals of independence and equal treatment.
B-5. Explore and identify disability stereotypes portrayed in media.

GOAL C: Explore and demonstrate an understanding of key federal disability laws.
Learning Outcomes: The student will

C-1. Recognize the importance of the Americans with Disabilities Act
C-2. Understand the importance of the 504 Act for Vocational Rehabilitation
C-3. Explore and understand local Vocational Rehabilitation resources
C-4. Understand the importance of the IDEA Act for Education
C-5. Recognize the importance of the Olmstead Act and its implications for persons with disabilities right to access consistent and appropriate housing

**GOAL D:** Understand the different types of cognitive and developmental disabilities and their prevalence in the United States.

Learning Outcomes: The student will

D-1. Analyze census data to understand the prevalence of disability in the United States
D-2. Understand causes of disabilities, the role of inheritance, treatments, and current research.
D-3. Understand the specific disability experience of the 5 broad categories of disability

(a) Mobility and Energy
(b) Sensory
(c) Communication
(d) Reasoning Ability and Mental Functioning
(e) Invisible and Social Disabilities

D-4. Understand the rise in Autism and Asperger’s and its implication for current and future support services.
D-5. Explore and identify the impact for caregivers in caring for a family member with a disability. Identify the availability of respite and other support services.

**GOAL E:** Understand the concept of Universal Design

Learning Outcomes: The student will

E-1. Understand the concept of Universal Design and brief history in the United States
E-2. Understand the concept of Universal Design and its positive impact in increasing independence both at home and in the workplace
E-3. Explore available resources, cost and examples of Universal Design

**GOAL F**: Identify private and public resources, both locally and nationally for individuals and family members with disabilities

**Learning Outcomes**: The student will:

- F-1 Identify and discuss network and services in the public and private sector
- F-2 Identify different methods for accessing services, i.e., phone, internet, media, etc.
- F-3 Explore and identify unique and creative programs for persons with disabilities

**GOAL G**: Explore and understand the critical management responsibilities of human service professionals working in the disabilities

- G-1 Identify and discuss agency management structures that support individuals with disabilities
- G-2 Identify and understand the different types of management team members required for supporting persons with disabilities, i.e., program directors, supervisors, case managers, behavioral analysts, nurses, medical specialists, etc.
- G-3 As a human services professional, understand the importance of fund raising, advocacy and disability law.

**GOAL H**: Use appropriate written and oral communication skills

**Learning Outcomes**: The student will

- H-1. Communicate information orally in a logical and grammatically correct manner.

**III. METHODOLOGY**

The facilitation of this course will convene in class using a mix of weekly readings, discussions, papers, quizzes, and final project. The overarching intent is for students to synthesize their insights into a meaningful learning experience.

**IV. TESTING PROCEDURES/STUDENT EVALUATION**

Testing/Evaluation (Grading System)*:

1. Movie Critique Assignment 20%
2. Research Papers 30%
3. Quizzes 20%
4. Final Class Project 30%
TOTAL: 100%

*Please see the course shell for a detailed description of the grading criteria and grading rubrics.

V. COURSE OUTLINE & ASSIGNMENT SCHEDULE**

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<tr>
<th>Weeks:</th>
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<tbody>
<tr>
<td>Class Introductions</td>
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<tr>
<td>Week 1 Discussion – Chronology of Disabilities in the United States</td>
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<td>Week 1</td>
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<td>Week 2 Discussion – Appropriate methods for communicating</td>
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<td>Week 2 Discussion – Understanding stereotypes</td>
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<td>Week 3 Discussion – Understanding key federal disability laws</td>
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<td>Week 3 Challenges for independence, i.e., Attendant Services, Employment Supports, medical insurance, etc.</td>
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<td>Week 3</td>
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<td>Week 4 Discussion – Types of disabilities, prevalence, and support for caregivers</td>
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<td>Week 4 Causes, treatments, current research</td>
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<td>Week 4 Rise in autism, Asperger’s and its impact on future service needs</td>
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<td>Week 5 Discussion – Concept of Universal Design</td>
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<td>Week 5 Importance of Universal Design for employment</td>
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<td>Week 5 Importance of Universal Design for residential facilities and independence.</td>
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<td>Week 6 Discussion – Community Resources</td>
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<td>Week 6 Activity/Assignment on Creative / Innovative programs</td>
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<td>Week 7 Discussion – The Role of Human Service Professionals</td>
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<td>Week 7 Management Roles</td>
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<td>Week 7 Fund Raising, Advocacy, disability law</td>
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**Please see the course shell for detailed descriptions of the course outline, assignment schedule, and due dates for assignments.
**WU RELEASE STATEMENT:** Material submitted for assignments submitted in connection with this course (e.g.: Research paper) may be screened by the student and/or the instructor for similarity of content by Blackboard’s SafeAssign feature. The purpose of this feature is to help educate the student about the proper citation of borrowed content and to protect the student against plagiarism. The submitted material will be checked against academic databases, internet documents, and student papers from both Wilmington University and other institutions. The final draft of submitted material will become part of the Wilmington University database. The student may also voluntarily submit the material to the SafeAssign Global Reference Database, which helps to protect the originality of the student’s work across institutions. For information about plagiarism and citation conventions, please visit the [Academic Integrity Policy](#).

Please note that this instructor will screen all papers using SafeAssign. Plagiarized papers will be returned with a grade of (0) zero. If you have any questions, please contact the instructor.