



School of Social Work
University of Wisconsin–Madison
1350 University Avenue
Madison, WI 53706

Social Work 644: Issues in Developmental Disabilities

Fall 2018

Instructor: Lauren Bishop-Fitzpatrick, PhD, MSW
Instructor Title: Assistant Professor
Office Hours: By appointment
Email: bishopfitzpa@wisc.edu

Meeting Time: Tuesday, 1:20pm-3:15pm
Location: Social Work 114
Credits: 2 (graduate) or 3 (undergraduate)
Instructional Mode: Face-to-Face

Canvas Course URL: <https://canvas.wisc.edu/courses/117012>

I. Course Description

Definition, incidence, etiology, and prevention of developmental disabilities. Examines the life-cycle needs of this population, as well as social-welfare issues, social services available, and the social worker's role.

Attributes and Designations: For Undergraduates, this course counts as Liberal Arts and Sciences credit in L&S. This course also counts toward the 50% graduate coursework requirement for graduate students.

Requisites: Junior Standing, social work/welfare major

How credit hours are met: Graduate students take this course for two credits. This class meets for two 60 minute class period each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for about 2 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work. For 3 credits, undergraduates are expected to participate in supplementary undergraduate course activities as outlined in the syllabus.

II. Course Overview

This course serves as an introduction to the definition, incidence, etiology, and prevention of developmental disabilities. Course content examines the life course needs of people with developmental disabilities including the collaboration of families and community and the role of social workers and other health professionals. It also presents general issues related to service delivery systems, advocacy movements, and social policy.

After completing this course, students will be able to:

- Understand the historical context of developmental disability
- Compare models of disability and their implications
- Differentiate typical development from atypical development
- Classify different developmental disability diagnoses

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- Describe the ways in which developmental disabilities impact individuals and families
- Understand the way in which disability intersects with other identities
- Advance human rights and social and economic justice for people with developmental disabilities
- Research, analyze, and synthesize social work practice models and social work interventions for people with developmental disabilities

III. Course Competency, Description, and Dimensions Chart

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measure through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competences described in Appendix A.

IV. Course Content

The Instructor reserves the right to modify this syllabus, the assignment schedule, and/or any materials related to the completion of this course in the time allowed without jeopardizing any course objectives.

| Week | Date | Topics and Assignments |
|------|------|---|
| 1 | 9/11 | Introduction to Course and Syllabus; History of Developmental Disabilities <i>Required Readings</i> <ul style="list-style-type: none">• Shapiro, J. (1993). From charity to independent living. In J. Shapiro (Ed.), <i>No Pity</i> (pp. 41-73). New York: Random House.• Donovan, J. & Zucker, C. (2010, October). Autism's first child. <i>The Atlantic</i>. Retrieved from https://www.theatlantic.com/magazine/archive/2010/10/autisms-first-child/308227/• Shapiro, J. (2010, November). Katie Beckett: Patient turned home-care advocate. <i>National Public Radio</i>. Retrieved from https://www.npr.org/templates/story/story.php?storyId=131145687 <i>Required Videos</i> <ul style="list-style-type: none">• Rivera, G. (1972) <i>Willowbrook: The last great disgrace</i> [Video file]. Retrieved from https://www.youtube.com/watch?v=xPvQpWEdxoY |
| 2 | 9/18 | Models of Disability: The Social and Medical Models; Person-First versus Identity-First Language <i>Required Readings</i> <ul style="list-style-type: none">• Watson, N., & Shakespeare, T. (2001). The social model of disability: An outdated ideology? In S. N. Barnartt & B. M. Altman (Eds.), <i>Exploring Theories and Expanding Methodologies: Where we are and where we need to go</i> (Vol. 2, pp. 9-28): Emerald Group Publishing Limited.• Hendricks, A. (2007). UN Convention on the Rights of Persons with Disabilities. <i>European Journal of Health Law.</i>, 14, 273-298.• Barry, D. (2014, March 9). The boys in the bunkhouse. <i>New York Times</i>. Retrieved from http://www.nytimes.com/interactive/2014/03/09/us/the-boys-in-the-bunkhouse.html.• Ladau, E. (2014). What should you call me? I get to decide: Why I'll never identify with person-first language. In C. Wood (Ed.), <i>Criptiques</i> (pp. 47–55). Santa Rosa, CA: May Day Publishing. <i>Required Video</i> <ul style="list-style-type: none">• Young, S. (2014, April). <i>I'm not your inspiration, thank you very much</i> [Video file]. Retrieved from https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much. |

| Week | Date | Topics and Assignments |
|------|------|--|
| 3 | 9/25 | <p>Human Development within the Context of Neurodiversity</p> <p><i>Required Readings</i></p> <ul style="list-style-type: none">• Wisconsin Division of Long Term Care. (2015). <i>Diagnosed Conditions and Atypical Development Guidance for Wisconsin's Birth to 3 Program</i>. Madison, WI: Wisconsin Department of Health Services.• Shannon, P. (2004). Barriers to family-centered services for infants and toddlers with developmental delays. <i>Social Work, 49</i>(2), 301–308.• Bright Futures Steering Committee, & Medical Home Initiatives for Children with Special Needs Project Advisory Committee. (2006). Identifying infants and young children with developmental disorders in the medical home: An algorithm for developmental surveillance and screening. <i>Pediatrics, 118</i>(1), 405–420. |
| 4 | 10/2 | <p>Intellectual Disability; Autism Spectrum Disorder; Down Syndrome</p> <p><i>Required Readings</i></p> <ul style="list-style-type: none">• Young, S., González, R. A., Mullens, H., Mutch, L., Malet-Lambert, I., & Gudjonsson, G. H. (2018). Neurodevelopmental disorders in prison inmates: Comorbidity and combined associations with psychiatric symptoms and behavioural disturbance. <i>Psychiatry Research, 261</i>, 109-115.• Bishop-Fitzpatrick, L., Dababnah, S., Baker-Ericzén, M. J., Smith, M. J., Magaña, S. M. (2018). Autism spectrum disorder and the science of social work: A grand challenge for social work. <i>Social Work in Mental Health</i>.• Howlin, P., & Magiati, I. (2017). Autism spectrum disorder: Outcomes in adulthood. <i>Current Opinion in Psychiatry, 30</i>(2), 69-76.• Mandell, D. (2018). Dying before their time: Addressing premature mortality among autistic people. <i>Autism, 22</i>(3), 234-235.• Interagency Autism Coordinating Committee (IACC). 2017 IACC Summary of Advances in Autism Spectrum Disorder Research. April 2018. Retrieved from the U.S. Department of Health and Human Services Interagency Autism Coordinating Committee website: https://iacc.hhs.gov/publications/summary-of-advances/2017/ (NOTE: Just scan this to see big issues in autism research.)• Hartley, D., Blumenthal, T., Carrillo, M., DiPaolo, G., Esralew, L., Gardiner, K., ... & Lott, I. (2015). Down syndrome and Alzheimer's disease: Common pathways, common goals. <i>Alzheimer's & Dementia, 11</i>(6), 700-709. <p><u>Due:</u> Self-Advocate and Family Panel Questions</p> |

| Week | Date | Topics and Assignments |
|------|-------|--|
| 5 | 10/9 | <p>Epilepsy; Cerebral Palsy; Genetic Disorders; Down Syndrome, Fragile X Syndrome</p> <p>Guest Speaker: Lauren Usher, PhD</p> <p><i>Required Readings</i></p> <ul style="list-style-type: none"> Centers for Disease Control and Prevention. (2015). Epilepsy: Frequent Asked Questions. Retrieved from: http://www.cdc.gov/epilepsy/basics/faq.htm King, S., Teplicky, R., King, G., & Rosenbaum, P. (2004). Family-centered service for children with cerebral palsy and their families: A review of the literature. <i>Seminars in Pediatric Neurology</i>, 11(1), 78–86. National Center for Advancing Translational Sciences. (2017). <i>FAQs About Rare Diseases</i>. Retrieved from https://rarediseases.info.nih.gov/diseases/pages/31/faqs-about-rare-diseases (read and browse some links on the page) Miller, D. T., Adam, M. P., Aradhya, S., Biesecker, L. G., Brothman, A. R., Carter, N. P., ... & Faucett, W. A. (2010). Consensus statement: Chromosomal microarray is a first-tier clinical diagnostic test for individuals with developmental disabilities or congenital anomalies. <i>The American Journal of Human Genetics</i>, 86(5), 749-764. Mailick, M. R., Greenberg, J. S., Smith, L., Sterling, A., Brady, N., Warren, S. F., & Hong, J. (2014). Fragile-X-associated disorders: How the family environment and genotype interact. In J. Burack & L. Schmidt (Eds.). <i>Cultural and Contextual Perspectives on Developmental Risk</i> (pp. 221-253). Cambridge: Cambridge University Press. <p><u>Due:</u> Group Practice Brief Topic Proposal</p> |
| 6 | 10/16 | <p>Self-Advocate Panel; Family Panel</p> <p>Recommended Lecture: Jonathan Weiss @ Waisman Wiley Seminar Series: “Addressing mental health in people with autism: Prevention, promotion, and treatment.” Friday, October 12, 2018 from 12pm – 1:15pm, Waisman Center</p> |
| 7 | 10/23 | <p>Epidemiology of Developmental Disabilities</p> <p>Guest Speaker: Eric Rubenstein, PhD</p> <p><i>Required Readings</i></p> <ul style="list-style-type: none"> Zablotsky, B., Black, L. I., & Blumberg, S. J. (2017). Estimated Prevalence of Children with Diagnosed Developmental Disabilities in the United States, 2014-2016. <i>NCHS Data Brief, no 291</i>. Hyattsville, MD: National Center for Health Statistics. Erickson, J. D. (1978). Down syndrome, paternal age, maternal age and birth order. <i>Annals of Human Genetics</i>, 41(3), 289-298. Baio, J., Wiggins, L., Christensen, D. L., Maenner, M. J., Daniels, J., Warren, Z., ... & Durkin, M. S. (2018). Prevalence of autism spectrum disorder among children aged 8 years—Autism and Developmental Disabilities Monitoring Network, 11 Sites, United States, 2014. <i>MMWR Surveillance Summaries</i>, 67(6), 1-23. <p><u>Midterm Examination</u></p> |

| Week | Date | Topics and Assignments |
|------|-------|---|
| 8 | 10/30 | <p>Intersectionality, Social Justice, Economic Justice, and Human Rights</p> <p><i>Required Readings</i></p> <ul style="list-style-type: none"> • Ben-Moshe, L., & Magaña, S. (2014). An introduction to race, gender, and disability: Intersectionality, disability studies, and families of color. <i>Women, Gender, and Families of Color</i>, 2(2), 105-114. • Magaña, S., Lopez, K., & Machalicek, W. (2017). Parents Taking Action: A psycho-educational intervention for Latino parents of children with autism spectrum disorder. <i>Family Process</i>, 56(1), 59-74. • Krahn, G. L., Hammond, L., & Turner, A. (2006). A cascade of disparities: Health and health care access for people with intellectual disabilities. <i>Mental Retardation and Developmental Disabilities Research Reviews</i>, 12(1), 70-82. • Bishop-Fitzpatrick, L., & Kind, A. J. H. (2017). A scoping review of health disparities in autism spectrum disorder. <i>Journal of Autism and Developmental Disorders</i>, 47(11), 3380-3391. • Bigby, C. (2008). Known well by no-one: Trends in the informal social networks of middle-aged and older people with intellectual disability five years after moving to the community. <i>Journal of Intellectual and Developmental Disability</i>, 33(2), 148-157. <p><u>Due:</u> Self-Advocate and Family Panel Reflection</p> |
| 9 | 11/6 | <p>The Evolution of Normalization, Self-Determination, & Person-Centered Planning</p> <p>Guest Speaker: Don Anderson, MSW</p> <p><i>Required Readings</i></p> <ul style="list-style-type: none"> • O'Brien, J. (1999). The genius of the principle of normalization. In R. J. Flynn & R. Lemay (Eds.), <i>A Quarter-Century of Normalization and Social Role Valorization</i>. Ottawa: University of Ottawa Press. • O'Brien, J. & Lyle O'Brien, C. (1998). <i>The Politics of Person-Centered Planning</i>. Ithaca, NY: Cornell University Employment and Disability Institute. Retrieved from: http://thechp.syr.edu/wp-content/uploads/2013/10/politics.pdf • Kim, K., & Turnbull, A. (2004). Transition to adulthood for students with severe intellectual disabilities: Shifting toward person-family interdependent planning. <i>Research & Practice for Persons with Severe Disabilities</i>, 29(1), 53–57. • Bui, Y. N., & Turnbull, A. (2003). East meets West: Analysis of person-centered planning in the context of Asian American values. <i>Education and Training in Developmental Disabilities</i>, 38(1), 18–31. • Wehmeyer, M. L. (2005). Self-determination and individuals with severe disabilities: Reexamining meanings and misinterpretations. <i>Research & Practice for Persons with Severe Disabilities</i>, 30(3), 113–120. |
| 10 | 11/13 | <p>Group Work Week (No Scheduled Class)</p> <p><u>Due:</u> Letter to the Editor</p> |

| Week | Date | Topics and Assignments |
|------|-------|--|
| 11 | 11/20 | <p>Social Work Practice with Children with Developmental Disabilities: Early Childhood Services; Services for School-Aged Children; IEP Process</p> <p>Guest Speaker: Angela Radloff</p> <p><i>Required Readings</i></p> <ul style="list-style-type: none"> • Jacobstein, D. M., & Cattan, L. S. (2004). <i>Mending Cracks in Service Delivery for Children: Interagency Strategies That Really Work</i>. Kingston, NY: The National Association for Persons with Developmental Disabilities and Mental Health Needs. Retrieved from: http://thenadd.org/modal/bulletins/v7n2a1~.htm • Zionts, L. T., Zionts, P., Harrison, S., & Bellinger, O. (2003). Urban African American families' perceptions of cultural sensitivity within the special education system. <i>Focus on Autism and Other Developmental Disabilities</i>, 18(1), 41–50. • CompassWisconsin. (2016). <i>The Children's Long-Term Support Medicaid Waiver Program (CLTS-MA Waivers) Fact Sheet</i>. Madison, WI: Wisconsin Department of Health Services. Retrieved from: http://www.compasswisconsin.org/wp-content/uploads/2016-CLTS-Waiver-Fact-Sheet.pdf • CompassWisconsin. (2016). <i>The Katie Beckett Program: Wisconsin Medicaid Fact Sheet</i>. Madison, WI: Wisconsin Department of Health Services. Retrieved from: http://www.compasswisconsin.org/wp-content/uploads/2016-KB-MA-Fact-Sheet.pdf |
| 12 | 11/27 | <p>Social Work Practice with Adults with Developmental Disabilities: Adult Services; Community Living; Employment; Parenting Supports</p> <p>Guest Speaker: Eric Linn-Miller, MSW</p> <p><i>Required Readings</i></p> <ul style="list-style-type: none"> • Ng, T., Harrington, C., & Kitchener, M. (2010). Medicare and Medicaid in long-term care. <i>Health Affairs</i>, 29(1), 22-28. • Taylor, J. L., Smith, L. E., & Mailick, M. R. (2014). Engagement in vocational activities promotes behavioral development for adults with autism spectrum disorders. <i>Journal of Autism and Developmental Disorders</i>, 44(6), 1447-1460. • Lightfoot, E. & LaLiberte, T. (2011). Parental supports for parents with intellectual and developmental disabilities. <i>Intellectual and Developmental Disabilities</i>, 49(5). • National Council on Disability. (2013, March). <i>Medicaid Managed Care for People with Disabilities: Policy and Implementation Considerations for State and Federal Policymakers</i>. Washington, DC: National Council on Disability. (Read pp. 23-58) |
| 13 | 12/4 | <p>Course Wrap Up</p> <p><u>Due:</u> Practice Brief</p> |
| 14 | 12/11 | <p>Final Group Presentations</p> <p><u>Due:</u> Presentation and Presentation Materials/Slides</p> |

V. Texts and Reading Materials

There is no required textbook for this course. All articles and additional materials will be made available on the class Canvas website.

VI. Evaluation: Assignments, Grading, and Methods

ASSIGNMENT DESCRIPTIONS, INSTRUCTIONS, AND GRADING CRITERIA:

Midterm Examination

This examination focuses on content covered during the first four class sessions (history of disability, models of disability, disability types), including lectures and discussions and readings. The examination will include multiple choice, true/false, and short answer questions. The Midterm Examination will be graded on a 100 point scale and multiplied by the potential points for each student, depending on credit option. For instance, a student who earned 88 points on the final examination would earn 22 total points ($0.88 \times 25 = 22$) if taking SW 644 for two credits and 13.2 total points ($0.88 \times 15 = 13.2$) if taking SW 644 for three credits.

Self-Advocate and Family Panel Reflection and Questions

The success of our self-advocate and family panels is dependent upon your active participation in them, and adequate preparation for these panels shows our appreciation of and respect for the self-advocates and family members who participate. As a class, we want to best accommodate panel members by providing them with questions ahead of time. Students will write three questions each for the self-advocate panel and for the family panel (so, six questions total) and submit them to Canvas two weeks before the panel. Questions may address any issues relevant to the experience or having a disability or having a family member with a disability, as well as the roles of social workers. We will vote as a class on the best questions to ask. After the panels, students will write two two-page reflections (one for each panel) about the panels. The professor will then compile reflections and provide them to each of the panelists as a thank you for their contribution. Reflections should be written as if you are addressing the panelists specifically and should include the following elements:

- A summary of the most important point or points that you heard during the panel;
- Information about how the panel changed your perspectives on people with developmental disabilities/their family members and how the panel made you aware of/changed a misconception or stereotype you had;
- Reflection on the ways in which the panel helped you to better understand the role of social workers
- Commentary about the strengths of the panel; and
- Discussion of the challenges you had with engaging with the panel and/or aspects of the panel that could have gone better (challenges/suggestions for improvement will not be shared with panelists).

| Element | Points Value |
|---|---------------------|
| Content of Questions: Provides 6 total questions that reflect curiosity about, respect for, and social work values pertaining to the experiences of people with developmental disabilities and their family members | 10 |
| Content of Reflection: Includes required elements; shows appreciation of, respect for, and engagement with panelists | 10 |
| Formatting and Organization: APA Style, Times New Roman 12 point font, double spaced with title page, correct length; Absence of typos of grammar errors that limit readability; includes appropriate headings and subheadings as needed; clearly separated into one reflection per panel | 5 |
| Total | 25 |

Letter to the Editor

Communicating about contemporary disability issues in succinct, convincing, and accessible ways is an important skill for social workers. In 500 words or less, students will write a Letter to the Editor (see Canvas website for examples) that addresses a contemporary issue related to people with developmental disabilities. Example topics include but are not limited to Medicaid cuts, treatment of migrants and asylum seekers with disabilities, instances of discrimination or marginalization of people with disabilities, or other issues that emerge during the course. **Please email the professor with a brief topic idea at least two weeks before the due date before completing and submitting the letter.** Although not a course requirement, students are encouraged to submit their letter to a local or national newspaper. If planning to submit to a local or national newspaper, please research word count and formatting conventions for your target publication and note them in your Letter to the Editor submission. Your letter must include the following (where relevant to newspaper formatting conventions):

- Clearly stated purpose;
- Brief summary of the issue and your response;
- Evidence supporting your response, including data, stories, personal experiences, etc. that will resonate with readers; and
- A conclusion that includes a “call to action” that details how readers can get involved.

| Element | Points Value |
|---|---------------------|
| Content: Includes required elements; provides a convincing, succinct, accessible argument for an important disability issue | 20 |
| Formatting: APA Style, Times New Roman 12 point font, double spaced with title page, correct length; absence of typos or grammar errors that limit readability; includes appropriate headings and subheadings as needed, transitions to sentences, introduction, conclusion | 5 |
| Total | 25 |

Practice Brief and Presentation (Group Project)

Practice briefs focus on communicating the practical implications of research to an audience of non-researchers to help readers decide how to act. The purpose of this assignment is to, with a group of classmates, research, analyze, and synthesize social work practice models and social work interventions developed for people with developmental disabilities. When choosing a topic for your group Practice Brief assignment, you should choose a practice model that has a body of research supporting its effectiveness for a group of clients with unmet service needs (for instance: transition planning for emerging adults on the autism spectrum). You will work in a group comprised of three to four total students to develop your unmet need and practice model, research and analyze the practice, and synthesize what is known to develop a set of best practice recommendations that are supported by existing research. The intended audience for your Practice Brief is social workers, agency directors, and/or funders. The final page count for this Practice Brief assignment is 5 pages minimum, 10 pages maximum. Your Practice Brief should also include a one-page Executive Summary. References and the one-page Executive Summary are not included in the 10 page limit. The Practice Brief should include the following elements:

- Title: a good title will quickly communicate the contents of your Practice Brief in a memorable way
- Executive Summary: this section provides a brief overview of your Practice Brief. A reader should be able to read only your Executive Summary and understand the main points of your Practice Brief.
- Statement of the Issue: this brief (no more than 1 paragraph) section communicates the importance of unmet need within your client population
- Background: this section explains the significance of the unmet service needs, including references to the relevant research literature
- Current Approach: this section discusses the current approach to addressing the service needs of your client population and explains if current practices are or are not best practices

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- **Alternate Strategies:** this section describes the social work practice model, summarizes the relevant literature on the social work practice model, and communicates why your practice model is likely to address unmet service needs
- **Recommendations:** this section contains a detailed and concrete set of recommendations for improving current approaches to addressing service needs in your client population

Groups should submit at least two topic idea options to the professor for feedback and approval two months prior to the due date. The more information you provide me about your topics, the more I will be able to help you to determine if they are appropriate for this assignment. I will choose the topic that is the best fit and will attempt to avoid overlapping or duplicate topics.

Groups will present an **interesting and professional** 15-20 minute overview of their practice brief. Presentations should be in the form of a training or information session that might be given to a group of social workers, community members, paraprofessionals, advocates, funders, or others (may choose the target audience but need to state who the target audience is). Presentations can include facilitated discussions, experiential activities, short exercises, engaging PowerPoint, etc.

I will incorporate feedback on group process and your contribution to the project from you and your fellow group members when I calculate your final grade. When groups present final presentations, all group members will turn in a Group Project Evaluation Form to provide feedback on their and their group members' contribution to the project. I will use these forms to adjust group members' grades accordingly.

| Element | Points Value |
|---|--------------|
| Presentation Content: the presentation is interesting and provides an effective overview of the Practice Brief for the target audience | 8 |
| Content: Includes required elements; provides a convincing, succinct, accessible, and accurate summary of the unmet service need and recommended practice model | 12 |
| Formatting: APA Style, Times New Roman 12 point font, double spaced with title page, includes references in APA, correct length | 2 |
| Organization, Grammar, Spelling: absence of typos of grammar errors that limit readability; includes appropriate headings and subheadings as needed, transitions to sentences, introduction, conclusion | 3 |
| Total | 25 |

Research Article Reflections (For Undergraduate Students Only)

Beginning the second week of the course, undergraduate students are expected to participate in the weekly Research Article Reflection activity on Canvas to satisfy requirements for the three-credit course. Each week, students will post a link to a research article that they see as being related to the course content or readings for the previous week. Students will post a brief summary of why the article is relevant and related to course readings and content. Students will then read their classmates' posts and choose one article posted by a classmate to read and provide a second brief reflection. There are no right answers! This weekly assignment is designed to help students engage with course material and connect it to other relevant sources of information, as well as become more familiar with current research.

Expectations for posting a link to an article: Students will find a peer-reviewed, scholarly article that presents data within the body of the article and is published in an academic journal. Meta-analyses and systematic reviews are appropriate. I recommend that students identify articles using an academic search engine (see this link for list: <https://search.library.wisc.edu/search/database>). Articles should be related to each week's content in a substantive way. This means that appropriate articles are *topically or theoretically relevant* to course material for a given week. An example of an article that is not appropriate would be an article about developmental disabilities generally that is not related to the week's topic. Students should then write a brief

description of the major findings of the article (2-6 sentences) and provide an explanation of how the article is related to course material (2-6 sentences). This description should be specific enough that a person unfamiliar with an article could get the basic gist of the article and how it connects to course material. At the end of each response, students should post a provocative discussion question related to social work research or practice.

Expectations for responding to a peer article: Students will choose an article to read based on a peer's summary and then respond to the discussion question posed by the peer using content from the article. Responses should be 2-6 sentences and directly address the discussion question *and* content of the article.

Missing posts: Students will lose one half of a point for each week that an article OR reflection is missing. For example, in a given week, a student would lose .5 points if missing an article posting, .5 points if missing a response posting, or 1 point if missing *both* an article posting *and* a response posting.

| Element | Points Value |
|------------------------------------|--------------|
| Provides Link to Article Each Week | 5 |
| Responds to Peer Article Each Week | 5 |
| Total | 10 |

Extra Credit Option: Waisman Wiley Seminar Series OR Day with the Experts Reflection

All students may earn an additional two points (2% of final grade) in extra credit points for attending *one* Waisman Wiley Seminar Series presentation or Waisman Center Day with the Experts Event and writing a one-page reflection. The Waisman Wiley Seminar Series takes place from 12pm-1:30pm on Fridays. Details about presentations and speakers can be found at: <https://www.waisman.wisc.edu/wiley-seminar-series/>. For students who are not able to attend seminars during the week, students may attend a Waisman Center Day with the Experts event. Details about the Waisman Center Day with the Experts events can be found at: <https://www.waisman.wisc.edu/outreach/waisman-center-day-with-experts/>. **Reflections are due one week after the Wiley Seminar or Day with the Experts event.** Students should answer the following questions:

- What was the main topic addressed by the speaker?
- What was the most interesting or novel part of the presentation to you?
- What part of the presentation did you not understand?
- What are the implications of the information presented for social workers and/or social work practice?

| Element | Points Value |
|---|--------------|
| Content: Answers required questions, is clear that student attended and actively listened to seminar | 1 |
| Formatting: APA Style, Times New Roman 12 point font, double spaced with title page, correct length | .5 |
| Organization, Grammar, Spelling: absence of typos of grammar errors that limit readability; includes appropriate headings and subheadings as needed, transitions to sentences, introduction, conclusion | .5 |
| Total | 2 |

Submission of Assignments

Students should submit their assignments via the Canvas site before **the beginning of class** on the due date. Designated assignment folders on Canvas are available for each assignment.

Please submit all materials with the following file-naming convention:
CourseInitials_LastnameFirstInitial_AssignmentName (e.g., SW644_BadgerB_PanelReflection.docx)

Writing Expectations

Social workers need to write clearly and professionally in all practice situations. Therefore, it is imperative that students pay particular attention to their writing skills and abilities. All written assignments for this class must be typed, double-spaced, have 1" margins, and use Times New Roman 12 point font unless otherwise noted. Students must use the proper APA format including title page, headings, subheadings, in-text citations, tables, and references. Please refer to the 6th edition of the APA manual for more information about the specifics of the APA format. Students who experience difficulty with their writing skills are encouraged to seek assistance from the UW Writing Center. More information can be found at: <https://writing.wisc.edu/>

GRADING

Grades reflect your timely completion and performance on all graded components. The grading system in this course is based on points earned and is as follows:

Composition of Grade

| Assignment | Due Date | Max Points (Grad) | Max Points (Undergrad) |
|---|--|-------------------|------------------------|
| Midterm Examination | October 23 | 25 | 15 |
| Self-Advocate and Family Panel Reflection | Questions: October 2 Reflection: October 30 | 25 | 25 |
| Letter to the Editor | November 13 | 25 | 25 |
| Practice Brief & Presentation (Group Project) | Policy Brief Topic: October 9 Policy Brief: December 4 Presentation: December 11 | 25 | 25 |
| Research Article Reflections | Each week at class start | -- | 10 |
| TOTAL | | 100 | 100 |

Grading Scale

| Points Earned | Percentage | Grade | Classroom Course Expectation/Outcome |
|---------------|------------|-------|--|
| 94–100 | 94–100 | A | Outstanding; surpasses expectations in all areas |
| 88–93 | 88–93 | AB | Surpasses expectations in most areas |
| 82–87 | 82–87 | B | Surpasses expectations in some areas |
| 76–81 | 76–81 | BC | Meets expectations in most areas; above in others |
| 70–75 | 70–75 | C | Meets expectations in most areas |
| 64–69 | 64–69 | D | Below expectations in all areas |
| < 64 | < 64 | F | Fails to meet minimal expectations in all areas; not acceptable work |

Grading Policies

Late Submission Policy: Due dates are hard deadlines, and it is the student's responsibility to initiate communication if an extension is needed. Extension requests for all assignments but the group Practice Brief and the self-advocate and family panel questions will be granted at the discretion of the instructor depending on circumstances and accommodation needs. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed submission because of a University-sanctioned activity. ***Unapproved late assignments will be marked down 10% for each day late.***

Incomplete Policy: Please see the Graduate School Academic Policies and Procedures handbook for information on the incomplete policy.

Grade Appeals Policy: Please see the Graduate School Academic Policies and Procedures handbook for information on the academic grievance policy.

VII. Course Policies

Syllabus Disclaimer: This syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student of this course. Every effort will be made to avoid changing anything represented in it but the possibility exists that unforeseen events will make syllabus changes necessary. When this occurs, you will be sufficiently notified and an amended and dated syllabus will be posted.

Attendance Policy: For you and your fellow classmates to benefit from this course, I expect you to attend all scheduled classes and to arrive on time. I will take attendance at the beginning of each class. If you are unable to attend class, please email me prior to the beginning of class so that you can receive an excused absence. ***You may receive no more than one excused absence this semester. I will deduct two points from your grade (2% of your final grade for the course) for each unexcused absence incurred.***

Inclusive Learning Policy: This is a course that focuses on social work in developmental disabilities, and I strive to model inclusive learning practices. I also expect students to model inclusive behavior in the classroom. Your success in this class is important to me. We all need accommodations to succeed in courses because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. Letting me know if there are aspects of this course that prevent you from learning or exclude you will also help me to modify the course in the future so that it is as inclusive as possible for your peers who take this course after you.

I encourage you to visit the McBurney Center to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met. There are also a range of resources on campus, including the Writing Center, Tutoring and Learning Support Resources, and Academic Advising Services. Please let me know if I can provide any resources or assistance to you in accessing these services.

Disability Accommodations: The University of Wisconsin–Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Basic Needs: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students Office for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

Code of Ethics, Professional Conduct, & Plagiarism:

BSW and incoming MSW students have read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that, while in the BSW or MSW Program, they would honor the NASW Code of Ethics and Student's Rights and Responsibilities, as well as adhere to the Plagiarism Policy, and that, should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the

field, and in the preparation of course assignments. Professional responsibility, ethical behavior, and integrity are central principles of the social work profession.

Academic Honesty: To underscore the importance of academic honesty in this class: All students are expected to turn in work that was written on an individual basis and any work that is not written on an individual basis will be viewed as academic misconduct in accordance to the [University of Wisconsin Administrative Code, Chapter 14 \(UWS 14\)](#). All *individual* (non-group) assignments are expected to represent your own work. You may discuss assignments instructions and share insights with classmates, as much as you might with peers during an on-campus study session, but the entirety of the actual work of the assignment submitted, regardless of format, is required to be your own. Use of another student's work and/or the representation of it as your own, in original or altered form, averts the learning for which the assignment is designed and therefore is not acceptable.

Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing the course evaluations. Your feedback provides valuable information to the instructor, the academic department, and college and is used to improve student learning. Students will be notified when the evaluations are available.

UW-Madison Email: UW-Madison offers and supports an official email system as the official means of communication among students, faculty, and staff. Accordingly, students are expected to read and act upon messages sent to their official campus (NetID@wisc.edu) email account in a timely fashion and bear the responsibility of missed messages. If you email me a selfie by September 18, 2018, I will give you 5 bonus points on the midterm exam.

Appendix A: Course Competencies and Dimensions

| Competency and Description | Course Content Relevant to Dimensions that Comprise this Competency | Location |
|--|---|---|
| <p>1: Demonstrate Ethical and Professional Behavior <i>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</i></p> | <p>History of Developmental Disabilities (K, V, AP) Intersectionality, Social Justice, Economic Justice, and Human Rights (K, V, AP) Advocate/Family Panel, Reflection (K, V, AP) Normalization, Self-Determ, PCP (K, V, AP) SW Practice with Children (K, V, AP) SW Practice with Adults (K, V, AP) Practice Brief (S)</p> | <p>Page 2 Page 5 Page 4; 8-9 Page 5 Page 6 Page 6 Page 10</p> |
| <p>2: Engage Diversity and Difference in Practice <i>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.</i></p> | <p>All disability course content (K, V, AP, S) Models of Disability (K, V, AP) Language (K, V, AP) Neurodiverse Development (K, V, AP) Intersectionality, Social Justice, Economic Justice, and Human Rights (K, V, AP) Letter to the Editor (S)</p> | <p>Throughout Page 2 Page 2 Page 3 Page 5 Page 9</p> |
| <p>3: Advance Human Rights and Social, Economic, & Environmental Justice <i>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</i></p> | <p>Models of Disability (K, V, AP) Neurodiverse Development (K, V, AP) Intersectionality, Social Justice, Economic Justice, and Human Rights (K, V, AP) Letter to the Editor (S)</p> | <p>Page 2 Page 3 Page 5 Page 9</p> |
| <p>5: Engage in Policy Practice <i>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</i></p> | <p>History of Developmental Disabilities (K, V, AP) SW Practice with Children (K, V, AP) SW Practice with Adults (K, V, AP) Letter to the Editor (S) Practice Brief Assignment (S)</p> | <p>Page 2 Page 6 Page 6 Page 9 Page 10</p> |

Social Work 644: Issues in Developmental Disabilities

| Competency and Description | Course Content Relevant to Dimensions that Comprise this Competency | Location |
|---|---|---|
| <p>7: Assess Individuals, Families, Groups, Organizations, & Communities <i>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</i></p> | <p>Intellectual Disability (K, V, AP) Autism Spectrum Disorder (K, V, AP) Epilepsy (K, V, AP) Cerebral Palsy (K, V, AP) Genetic Disorders (K, V, AP) Fragile X Syndrome (K, V, AP) Epidemiology of IDD (K, V, AP) SW Practice with Children (K, V, AP) SW Practice with Adults (K, V, AP) Midterm Examination (S) Speaker Series Reflection (S)</p> | <p>Page 3 Page 3 Page 4 Page 4 Page 4 Page 4 Page 4 Page 6 Page 6 Page 8 Page 11-12</p> |
| <p>8: Intervene with Individuals, Families, Groups, Organizations, & Communities <i>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.</i></p> | <p>SW Practice with Children (K, V, AP) SW Practice with Adults (K, V, AP) Practice Brief Assignment (S)</p> | <p>Page 6 Page 6 Page 10</p> |
| <p>9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities <i>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</i></p> | <p>SW Practice with Children (K, V, AP) SW Practice with Adults (K, V, AP) Practice Brief Assignment (S)</p> | <p>Page 6 Page 6 Page 10</p> |

Note. Course content addresses knowledge (K), skills (S), values (V), and cognitive and affective processes (AP) related to the competencies described above.