



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

Social Work 644: Issues in Developmental Disabilities (section 030) Spring 2019 Part-Time Program

Instructor: Eric Linn-Miller, Associate Lecturer
Email: ejmille3@wisc.edu
Credits: 2

Office Hours: By appointment
Phone: (608) 242-6447 (daytime work number)
Instructional Mode: Online only

Canvas Course URL: <https://canvas.wisc.edu/courses/140047>

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: This course counts toward the 50% graduate coursework requirement for graduate students.

Requisites: MSW students

How credit hour is met: The credit standard for this course is met by an expectation of a total of 90 hours of graduate student engagement and with the course's learning activities (at least 45 hours per credit), which include regularly scheduled online lectures, reading, writing, studying, etc. and other student work as described in the syllabus.

II. Course Overview

This course serves as an introduction to the definition, incidence, etiology, and prevention of developmental disabilities. This is an elective course open to MSW students in the Part-Time Program. 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. Students should come away from this course with:

- Understanding and sensitivity about people with developmental disabilities across the lifespan;
- Awareness of the unique day to day challenges experienced by people with developmental disabilities;
- An understanding of the service delivery systems and the organizational structure of the various supports available to individuals with developmental disabilities;
- An awareness of the values and philosophies which address the quality of life, supports, and services for people with developmental disabilities; and
- The ability to identify people who comprise the community identified as having a developmental disability, as well as the issues that affect their lives, families, and caregivers.

III. Learning Outcomes: 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 measured through course activities, readings, 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 competencies described in Appendix A.

IV. Course Content

Course content is outlined below and also presented in the online course site. The course consists of three distinct modules (A, B, and C). After each module, there is a discussion post and short paper assignment. In addition to schedule and due dates below, there is also a Course Schedule page (in the online course site under Orientation). Students are advised to check the online course site at least weekly for any announcements or updates that could change the course outline detailed here in the syllabus. Also given the online instructional format, students may work ahead in the syllabus.

Week	Topic/Video/Reading
Before Course Begins (Week 0)	<p>Course Orientation and Introduction to Online Format</p> <p><u>Recommended Video</u></p> <ol style="list-style-type: none"> 1. Instructor Introduction Course Overview & Module A (5:43) <p><u>Recommended Reading</u></p> <ol style="list-style-type: none"> 1. SW 644 Orientation Information (PowerPoint) 2. Resource List for School Social Workers 3. Credo for Support 4. National Association of Social Workers. (2015). People with disabilities. In Social Work Speaks (10th ed., pp. 230-234). Washington, DC: NASW Press. 5. National Center on Disability and Journalism (2015). Disability Style Guide. Retrieved from: http://ncdj.org/style-guide/ 6. 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.), Criptiques (pp. 47–55). Santa Rosa, CA: May Day Publishing. Retrieved from: https://criptiques.files.wordpress.com/2014/05/crip-final-2.pdf.
Through January 25, 2019	
Module A: Introduction to Developmental Disabilities	
Week 1	<p>Unit One – Normal & Atypical Growth</p> <p><u>Required Video</u></p> <ol style="list-style-type: none"> 1. Normal and Atypical Human Growth and Development Segment 1 (1:44) 2. Normal and Atypical Human Growth and Development Segment 2 (5:02) 3. Normal and Atypical Human Growth and Development Segment 3 (3:57) 4. Normal and Atypical Human Growth and Development Segment 4 (3:33) 5. Normal and Atypical Human Growth and Development Segment 5 (1:06) 6. Normal and Atypical Human Growth and Development Segment 6 (5:00) 7. Normal and Atypical Human Growth and Development Segment 7 (24:36) 8. Normal and Atypical Human Growth and Development Segment 8 (6:52) 9. Normal and Atypical Human Growth and Development Segment 9 (8:14)
January 26–February 1, 2019	

Week	Topic/Video/Reading
	<p>10. Normal and Atypical Human Growth and Development Segment 10 (12:44) 11. Normal and Atypical Human Growth and Development Segment 11 (11:50) 12. Normal and Atypical Human Growth and Development Segment 12 (5:46) 13. Normal and Atypical Human Growth and Development Segment 13 (2:34)</p> <p><u>Required Reading</u></p> <ol style="list-style-type: none"> 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</i>, 118(1), 405–420. Shannon, P. (2004). Barriers to family-centered services for infants and toddlers with developmental delays. <i>Social Work</i>, 49(2), 301–308.
<p>Week 2</p> <p>February 2-8, 2019</p>	<p>Unit Two – Intellectual Disabilities</p> <p><u>Required Video</u></p> <ol style="list-style-type: none"> Intellectual Disabilities Part A Segment 1 (36:09) Intellectual Disabilities Part A Segment 2 (23:38) Intellectual Disabilities Part A Segment 3 (18:10) Intellectual Disabilities Part A Segment 4 (19:03) Intellectual Disabilities Part A Segment 5 (9:56) Intellectual Disabilities Part A Segment 6 (4:50) Intellectual Disabilities Part B Segment 1 (9:46) Intellectual Disabilities Part B Segment 2 (17:57) Intellectual Disabilities Part B Segment 3 (27:28) <p><u>Required Reading</u></p> <ol style="list-style-type: none"> The American Association of Intellectual and Developmental Disabilities Ad Hoc Committee on Terminology and Classification. (2010). Chapter 1: Definition of intellectual disability. In <i>Intellectual Disability: Definition, Classification, and Systems of Support</i> (pp. 5–11). Washington, DC: American Association of Intellectual and Developmental Disabilities. American Psychiatric Association. (2013). Intellectual disabilities. In <i>Diagnostic and Statistical Manual of Mental Disorders</i> (5th ed.). Washington, DC: American Psychiatric Association. Morera, C. C. (2013). Changes to intellectual disability diagnosis. <i>Communiqué</i>, 42(6), 1–3.
<p>Week 3</p> <p>February 9-15, 2019</p>	<p>Unit Three – Epilepsy</p> <p><u>Required Video</u></p> <ol style="list-style-type: none"> Epilepsy Segment 1 (10:26) Epilepsy Segment 2 (12:30) Epilepsy Segment 3 (3:20) Epilepsy Segment 4 (19:09) Epilepsy Segment 5 (3:49) Epilepsy Segment 6 (4:45) Epilepsy Segment 7 (4:41) <p><u>Required Reading</u></p> <ol style="list-style-type: none"> Centers for Disease Control and Prevention. (2015). <i>Epilepsy: Frequent Asked Questions</i>. Retrieved from: http://www.cdc.gov/epilepsy/basics/faq.htm Oguni, H. (2013). Epilepsy and intellectual disabilities. <i>Journal of Policy and Practice in Intellectual Disabilities</i>, 10(2), 89–92.

Week	Topic/Video/Reading
<p>Week 4</p> <p>February 16–22, 2019</p>	<p>Unit Four – Autism Over the Life Course</p> <p><u>Required Video</u></p> <ol style="list-style-type: none"> 1. Autism Over the Life Course (1:02:43) <p><u>Required Reading</u></p> <ol style="list-style-type: none"> 1. American Psychiatric Association. (2013). Autism spectrum disorder. In <i>Diagnostic and Statistical Manual of Mental Disorders</i> (5th ed.). Washington, DC: American Psychiatric Association. 2. Walsh, J., & Corcoran, J. (2011). Autism spectrum conditions. In N. R. Heller, & A. Gitterman (Eds.), <i>Mental Health and Social Problems: A Social Work Perspective</i>. New York, NY: Routledge. 3. Interagency Autism Coordinating Committee (IACC). (2016). <i>2015 IACC Summary of Advances in Autism Spectrum Disorder Research</i>. Retrieved from the U.S. Department of Health and Human Services Interagency Autism Coordinating Committee website: https://iacc.hhs.gov/publications/summary-of-advances/2015/ (NOTE: You do not need to read the entire document. Just scan it to familiarize yourself with the big issues in autism research right now.)
<p>Week 5</p> <p>February 23- March 1, 2019</p>	<p>Unit Five – Cerebral Palsy</p> <p><u>Required Video</u></p> <ol style="list-style-type: none"> 1. Cerebral Palsy (51:52) <p><u>Required Reading</u></p> <ol style="list-style-type: none"> 1. National Institute of Neurological Disorders and Stroke. (2016). <i>Cerebral Palsy: Hope through Research</i>. Retrieved from: https://www.ninds.nih.gov/Disorders/Patient-Caregiver-Education/Hope-Through-Research/Cerebral-Palsy-Hope-Through-Research 2. 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.
	<p>Unit Six – Prader-Willi Syndrome</p> <p><u>Required Video</u></p> <ol style="list-style-type: none"> 1. Prader-Willi Syndrome Segment 1 (2:00) 2. Prader-Willi Syndrome Segment 2 (4:23) 3. Prader-Willi Syndrome Segment 3 (5:07) 4. Prader-Willi Syndrome Segment 4 (7:57) 5. Prader-Willi Syndrome Segment 5 (17:53) 6. Prader-Willi Syndrome Segment 6 (14:43) 7. Prader-Willi Syndrome Segment 7 (3:10) 8. Prader-Willi Syndrome Segment 8 (6:07) <p><u>Required Reading</u></p> <ol style="list-style-type: none"> 1. National Institutes of Health. (2016). <i>Prader-Willi syndrome</i>. Retrieved from: https://ghr.nlm.nih.gov/condition/prader-willi-syndrome 2. Wattendorf, D. J. & Muenke, M. (2005). Prader-Willi syndrome. <i>American Family Physician</i>, 72(5), 827–830.

Week	Topic/Video/Reading
<p>Module A assignments and due dates: 1) Module A Discussion Post due on February 23, 2019 2) Module A Short Paper due on March 2, 2019 See Section VI in Syllabus for assignments and instructions.</p>	
<p>Module B: History and Progression of Values and Philosophy to Community-based Supports (emphasis on adults)</p>	
<p>Week 6 March 2–8, 2019</p>	<p>Unit One – Normalization</p> <p><u>Required Video</u></p> <ol style="list-style-type: none"> 1. Normalization Segment 1 (11:33) 2. Normalization Segment 2 (34:47) 3. Normalization Segment 3 (39:23) 4. Normalization Segment 4 (12:45) 5. Willowbrook: The Last Great Disgrace (Trailer, 1972, USA) (2:52) 6. Mike, Rosie & Lorin (11:24) <p><u>Required Reading</u></p> <ol style="list-style-type: none"> 1. 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. 2. Gabel, S. & Peters, S. (2004). Presage of a paradigm shift? Beyond the social model of disability toward resistance theories of disability. <i>Disability & Society, 19</i>(6), 585–600.
<p>Week 7 March 9–15, 2019</p>	<p>Unit Two – Person-Centered Planning</p> <p><u>Required Video</u></p> <ol style="list-style-type: none"> 1. Person-Centered Planning Segment 1 (11:48) 2. Person-Centered Planning Segment 2 (9:31) 3. Person-Centered Planning Segment 3 (22:23) 4. Person-Centered Planning Segment 4 (3:16) <p><u>Required Reading</u></p> <ol style="list-style-type: none"> 1. 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 2. 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, 29</i>(1), 53–57. 3. 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, 38</i>(1), 18–31.
<p>PTP Break Weekend off March 16, 2019</p>	
<p>Weeks 8 & 9 March 23–April 5, 2019</p>	<p>Unit Three – Self-Determination</p> <p><u>Required Video</u></p> <ol style="list-style-type: none"> 1. Self-Determination Part A Segment 1 (3:24) 2. Self-Determination Part A Segment 2 (18:15) 3. Self-Determination Part A Segment 3 (9:39) 4. Self-Determination Part A Segment 4 (47:27)

Week	Topic/Video/Reading
	<p>5. Self-Determination Part A Segment 5 (17:54) 6. Self-Determination Part B Segment 1 (10:25) 7. Self-Determination Part B Segment 2 (4:33) 8. Self-Determination Part B Segment 3 (8:29) 9. Self-Determination Part B Segment 4 (8:15) 10. Self-Determination Part B Segment 5 (16:14) 11. Project Search (from UW Health) (3:33) 12. AdamCan Recycling Story (5:21)</p> <p><u>Required Reading</u> 1. Wehmeyer, M. L. (2005). Self-determination and individuals with severe disabilities: Re-examining meanings and misinterpretations. <i>Research & Practice for Persons with Severe Disabilities</i>, 30(3), 113–120.</p>
<p>Week 10 April 6–12, 2019</p>	<p>Unit Four – Promoting Sustainable and Progressive Systems of Support</p> <p><u>Required Video</u> 1. Promoting Sustainable and Progressive Systems of Support Segment 1 (39:19) 2. Promoting Sustainable and Progressive Systems of Support Segment 2 (40:54) 3. Promoting Sustainable and Progressive Systems of Support Segment 3 (39:15) 4. Promoting Sustainable and Progressive Systems of Support Segment 4 (37:57) 5. A Matter of Fact? Introduction to Life Span Supports (12:58)</p> <p><u>Required Reading</u> 1. O'Brien, J. (2015). <i>Surviving Cogworld? Supporting People with Developmental Disabilities in a Mechanistic System</i>. Madison, WI: Developmental Disabilities Network. Retrieved from: http://www.ddnetworkinc.org/uploads/3/4/1/9/34192144/cogworld_1.01[1].pdf</p>
<p>Week 11 April 13–19, 2019</p>	<p>Unit Five – Health Promotion</p> <p><u>Required Video</u> 1. Health Promotion Segment 1 (8:12) 2. Health Promotion Segment 2 (38:47) 3. Health Promotion Segment 3 (5:46) 4. Health Promotion Segment 4 (4:14)</p> <p><u>Required Reading</u> 1. Bishop-Fitzpatrick, L. & Kind, A. J. H. (in press). A scoping review of health disparities in autism spectrum disorder. <i>Journal of Autism and Developmental Disorders</i>. 2. Havercamp, S. M., Scandlin, D., & Roth, M. (2004). Health disparities among adults with developmental disabilities, adults with other disabilities, and adults not reporting disability in North Carolina. <i>Public Health Report</i>, 119(4), 418–426. 3. Galambos, C. M. (2004). Social work practice with people with disabilities: Are we doing enough? <i>Health & Social Work</i>, 29(3), 163–165.</p>
<p>Module B assignments and due dates: 1) Module B Discussion Post due on April 13, 2019 2) Module B Short Paper due on April 20, 2019 See Section VI in Syllabus for assignments and instructions.</p>	
<p>Module C: Children Services and Family Perspectives</p>	

Week	Topic/Video/Reading
<p>Week 12</p> <p>April 20–26, 2019</p>	<p>Unit One – Services and Support for Children with Disabilities</p> <p><u>Required Video</u></p> <ol style="list-style-type: none"> 1. The “Birth to 3” Program Section A (11:45) 2. The “Birth to 3” Program Section B (20:52) 3. Children with Long-Term Support Needs (18:16) <p><u>Required Reading</u></p> <ol style="list-style-type: none"> 1. Stroul, B. A. (2006). Services for Children with Co-Occurring Mental Health Disorders and Developmental Disabilities and their Families: Summary of the Special Forum Held at the 2006 Georgetown University Training Institutes. Washington, DC: Georgetown University Center for Child and Human Development, National Technical Assistance Center for Children’s Mental Health. 2. 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 <hr/> <p>Unit Two – Continuation of Services and Support for Children with Disabilities</p> <p><u>Required Video</u></p> <ol style="list-style-type: none"> 1. The Wisconsin Children's Long-Term Support Service System (47:44) 2. Wisconsin Regional Centers for Children and Youth with Special Health Care Needs (CYSHCN) (11:37) <p><u>Required Reading</u></p> <ol style="list-style-type: none"> 1. Wyngaarden Krauss, M., Wells, N., Gulley, S., & Anderson, B. (2001). Navigating systems of care: Results from a national survey of families of children with special health care needs. <i>Children's Services: Social Policy, Research, and Practice</i>, 4(4), 165–187. 2. Fujiura, G. T., & Parish, S. L. (2007). Emerging policy challenges in intellectual disabilities. <i>Mental Retardation and Developmental Disabilities Research Reviews</i>, 13(2), 188-194. <hr/> <p>Unit Three – Continuation of Children’s Services: CompassWisconsin: Threshold</p> <p><u>Required Video</u></p> <ol style="list-style-type: none"> 1. CompassWisconsin: Threshold Part A (15:46) 2. CompassWisconsin: Threshold Part B (28:34) <p><u>Required Reading</u></p> <ol style="list-style-type: none"> 1. CompassWisconsin. (2018). <i>The Children’s Long-Term Support Medicaid Waiver Program (CLTS-MA Waivers) Fact Sheet</i>. Madison, WI: Wisconsin Department of Health Services-Bureau of Children’s Services. Retrieved from: http://www.compasswisconsin.org/programs/childrens-long-term-support-medicaid-waiver/ 2. CompassWisconsin. (2018). <i>The Katie Beckett Program: Wisconsin Medicaid Fact Sheet</i>. Madison, WI: Wisconsin Department of Health Services-Bureau of Children’s Services. Retrieved from: http://www.compasswisconsin.org/programs/the-katie-beckett-program/ 3. CompassWisconsin. (2018). <i>Community Options Program (COP) Fact Sheet</i>. Madison, WI: Wisconsin Department of Health Services-Bureau of Children’s Services. Retrieved from: http://www.compasswisconsin.org/programs/community-options-program/ <hr/> <p>Unit Four – Inclusion in Educational Settings</p> <p><u>Required Video</u></p>

Week	Topic/Video/Reading
	<ol style="list-style-type: none"> 1. Inclusion in Educational Settings Part A Segment 1 (7:51) 2. Inclusion in Educational Settings Part A Segment 2 (2:31) 3. Inclusion in Educational Settings Part A Segment 3 (7:54) 4. Inclusion in Educational Settings Part B Segment 1 (5:09) 5. Inclusion in Educational Settings Part B Segment 2 (1:22) 6. Inclusion in Educational Settings Part B Segment 3 (5:30) 7. Inclusion in Educational Settings Part B Segment 4 (2:56) 8. Inclusion in Educational Settings Part B Segment 5 (7:17) 9. Inclusion in Educational Settings Part B Segment 6 (2:09) 10. Inclusion in Educational Settings Part B Segment 7 (6:52) 11. Inclusion in Educational Settings Part B Segment 8 (2:31) 12. Inclusion in Educational Settings Part B Segment 9 (2:52) 13. Inclusion in Educational Settings Part B Segment 10 (4:01) <p><u>Required Reading</u></p> <ol style="list-style-type: none"> 1. Zions, L. T., Zions, 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. 2. United Nations. (2015). <i>Operationalizing the 2030 Agenda: Ways Forward to Improve Monitoring and Evaluation of Disability Inclusion</i>. New York, NY: United Nations. Retrieved from: http://www.un.org/disabilities/documents/2016/Operacionalizing-2030Agenda-betterMandE-final-15March2016.pdf
<p>Week 13</p> <p>April 27–May 3, 2019</p>	<p>Unit Five – Parent-Centered Movement</p> <p><u>Required Video</u></p> <ol style="list-style-type: none"> 1. Parent-Centered Movement Part A (38:57) 2. Parent-Centered Movement Part B Segment 1 (18:31) 3. Parent-Centered Movement Part B Segment 2 (16:56) 4. Parent-Centered Movement Part B Segment 3 (17:16) 5. Parent-Centered Movement Part B Segment 4 (12:43) 6. Parent-Centered Movement Part B Segment 5 (9:24) <p><u>Required Reading</u></p> <ol style="list-style-type: none"> 1. Begun, A. L. (1996). Family systems and family-centered care. In P. Rosin, A., Whitehead, L. Tuchman, G. Jesien, & A. Begun, A. <i>Partnerships in Family-Centered Care: A Guide to Collaborative Early Intervention</i>, (pp. 33-64). Baltimore, MD: Paul H. Brookes. 2. Smith, L. E., Greenberg, J. S., & Seltzer, M. M. (2012). Social support and well-being at mid-life among mothers of adolescents and adults with autism spectrum disorders. <i>Journal of autism and developmental disorders</i>, 42(9), 1818–1826.
<p>Module C assignments and due dates:</p> <ol style="list-style-type: none"> 1) Module C Discussion Post due on April 27, 2019 2) Module C Short Paper due on May 4, 2019 <p>See Section VI in Syllabus for assignments and instructions.</p>	
<p>Week 14</p> <p>May 4–10, 2019</p>	<p>Stories from People with Developmental Disabilities</p> <p><u>Required Video</u></p> <ol style="list-style-type: none"> 1. “Stories of Resilience” documentary series (Access from link posted in Announcements on

Week	Topic/Video/Reading
	the SW 644 course site prior to week 14)
Cumulative Final Essay Exam due on May 10, 2019 See Section VI in Syllabus for assignment instructions.	

V. Texts and Reading Materials for the Course

The instructional materials for this online course consist of a variety of required videos and readings that may all be accessed within the online course site. Therefore, it will not be necessary to purchase a text or reader for this course. Access all required readings via web link on each unit's page in each module.

VI. Evaluation: Assignments, Grading, and Methods

In addition to viewing the lectures and reading the required course materials, students will be expected to complete the following required assignments. Assignments are for Module A, Module B, and Module C, as well as a cumulative final essay examination.

ASSIGNMENTS

Note: For written assignments—i.e., Module Papers and Final Essay Exam—page length guidelines are based on 12-point Times New Roman font, double-spaced, with 1" margins. Remember to cite lecture and readings (in APA style) appropriately to support your responses.

Module A

Module A Discussion (300 total words): After being presented with lecture and reading materials in Module A, discuss either a misconception or stereotype you had regarding one of the five disability groups. Also, please comment on an appreciation you have for a person with a developmental disability, who has to overcome barriers due to their disability with what might be considered something rather mundane, in daily living. (See below for more details about Discussion Posts.) A grading rubric is provided in Appendix B.

Module A Paper (2–4 pages): Although we will cover disparities in people with developmental disabilities in Module B, I want you to begin to think about disparities now. The social work profession has a commitment to promoting social and economic justice for all people, but particularly those who are marginalized or disenfranchised by society. People with disabilities who are also disadvantaged because of their race, ethnicity, culture, socioeconomic status, environment, geography, sex, and/or gender identity may face additional disparities or barriers to full participation in society that go above and beyond those faced by people with disabilities who are not otherwise disadvantaged. In reviewing the course lectures and reading materials for Module A, describe how an individual with a developmental disability who is otherwise disadvantaged may experience their disability differently. Would they be treated differently by society? Would their disability manifest in different ways? Would their access to treatments, services, and supports differ? Would their family experience their disability differently? You may focus on one, several, or all of the five disability groups presented in Module A. Please note that this assignment requires you to critically think about the way in which disability and disadvantage may intersect and does not require you to read ahead to the next module. A grading rubric is provided in Appendix B.

Module B

Module B Discussion (300 total words): The community-based program model and supporting individual choice can lead to ethical dilemmas, whereby vulnerable people with an intellectual, developmental, or physical disability make poor choices or are taken advantage of in the community. Briefly describe an example using personal experience (or taken from a news story) where something bad arose from a person with a disability making a poor choice and/or being taken advantage of in the community. What was the outcome? Did a new or different idea arise to prevent a repeat event? Could the person preserve choice in some manner? Did community-based supports, e.g. living out of their parental or family home with paid caretakers and/or working in the community with paid job coaches, continue as they had or was a more restrictive model developed? (See below for more details about Discussion Posts.) A grading rubric is provided in Appendix B.

Module B Paper (2–4 pages): The principles of normalization, the tools of person-centered planning, the philosophy/values of self-determination, and the overlay of government and Medicaid funded systems have all contributed to a model of community-based supports and individual choice as best practice. Despite this notion of best practice, community-based models are challenged with competing resources, as well as, respecting and allowing for individual choice. In the context of civil rights, describe why and how community-based supports and supporting individual choice ought to be valued and preserved. A grading rubric is provided in Appendix B.

Module C

Module C Discussion (300 total words): Think back to your days in elementary, middle, and high school. Did your classroom include students with disabilities? Do you remember seeing students with disabilities at your school? Were they positive or negative experiences? How did these early impressions of students or people with disabilities impact your perspective toward disability? (See below for more details about Discussion Posts.) A grading rubric is provided in Appendix B.

Module C Paper (2–4 pages): In Module B, you were exposed to values and philosophies towards people with developmental disabilities and how those values shifted over time towards community-based programs and self-determination. Using course lectures and readings from Module C, identify a few examples how children's disability programs have been created with similar intentions. How has this changed and impacted the family and parental involvement? How do these programs effect or change societal viewpoints for the care and treatment of people with disabilities? A grading rubric is provided in Appendix B.

Cumulative Final Essay Exam (8–10 pages)

The final essay exam uses a few stories from a series of video documentaries entitled “Stories of Resilience,” produced by The DD Network based in Wisconsin, to help students incorporate and synthesize learning from all three modules in order to demonstrate a proficiency in issues with developmental disabilities from disability etiology, the progression of community-based systems of care and treatment, and the values/philosophy of self-determination. Please address the following questions and themes using course lectures, readings, and personal stories presented in the “Stories of Resilience” documentary series. Each numbered section should be 2–3 pages long, for a total of 8–10 pages. A grading rubric is provided in Appendix B.

1. Each of the people featured has a developmental disability. Using the diagnoses and characteristics of the six developmental disability types presented in Module A, what disability and co-occurring conditions do you think each of the individuals have and why? Detail what type of supports (e.g., physical assistance, help with money management, finding and maintaining employment, etc.) you think each would require based on those diagnoses. What impact do you think the environment placed on their growth and development?
2. Describe each individual's account of institutionalization and contrast that with the community-based supports they later received. Identify examples of self-determination, person-centered planning, and principles of normalization. How did these examples change the outcome of their treatment and care? If

the progression of supports from institution to community-based programming had not been available to them, what do you think the outcomes would be?

3. What effect do you think children's programs would have had on each of these individuals if those were available to them? What, if any, positive benefits would they have gained from those programs? Given what you learned about their childhood, do you think the individuals would have been able to attend school in an inclusive setting? Conversely, what are the negative effects from the institutional care that might have contributed to their issues in adult life?
4. Identify the challenges of advocating for the individuals in the videos in terms of supporting choice and community-based services. What do you think some of the reactions and issues would be from other community members such as neighbors, law enforcement, healthcare professionals, their family, politicians and policymakers? What concepts would you employ to persuade those community members that choice and community-based services are effective for individuals who are institutionalized?

Discussion Post Guidelines

The goal of discussion posts is to create dialogue between students in a format that, to some degree, recreates the many challenging and fulfilling aspects of in-class discussion in the online format used for this class. Some students may feel uncomfortable engaging in online discussions, so an alternative format is offered. Your discussion posts need to be 300 total words minimum, which can be accomplished using two options:

- Option #1: Write one discussion post to answer the discussion question (200 words minimum) plus two responses to classmates' discussion posts (50 words each minimum).
- Option #2 (alternative format): Write one discussion post to answer the discussion question (300 words minimum), but do not respond to classmates' discussion posts. Please only use this format if posting responses to other students' discussion questions makes you uncomfortable or because it is an appropriate accommodation for you, and not because you want to reduce the amount of work that you need to do for this class by posting fewer times.

A couple of ground rules for posting on the discussion board:

1. In order to create a climate of open and honest dialogue, it is important to treat classmates with respect in discussion posts. Name-calling, accusations, verbal attacks, sarcasm, and other negative exchanges are not permitted.
2. Use full and grammatical sentences for your posts.
3. Use person-first language in your discussion posts.
4. Use a strengths-based perspective when discussing people with disabilities and classmates. This means that, in your posts, you should focus on strengths, abilities, and potential rather than problems, deficits, and pathologies.
5. As a profession, social workers actively combat oppression and hatred in small and large ways. Within your discussion posts, please attend to issues of intersectionality and ensure that you do not perpetuate (through the content of or the language used in your posts) discriminatory discourses based on race, ethnicity, class, sex, faith, ability, gender identity, sexual orientation, etc.

Submission of Assignments & Exam

I want to create an inclusive learning environment within this course. In order to facilitate traumatic or difficult life events, as well as extra time needs that students may have, **due dates for all assignments and the exam are set within a one-week range**. I recommend that you aim to submit the assignment at the beginning of the one-week range in order to give yourself a buffer in case life happens or you find that you need extra time to complete the assignment. All papers will be graded on a rolling basis from the time that they are submitted.

All assignments must be completed and submitted by **11:59:59 pm Central Time on the final day of their due date range** specified in the Course Schedule (in the online course site Orientation module) and must be

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submitted to the designated assignment (within the online course site) to successfully complete the course. Specific submission instructions including file formats accepted will be communicated ahead of the due dates. I will make materials and assignment submission folders available to the class well in advance of their due date.

Please submit all materials with the following file-naming convention:

CourseInitials_LastnameFirstInitial_AssignmentName (e.g., SW644_BadgerB_ModuleAPaper.pdf)

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

Component	Points Possible
Module A Discussion Question	5
Module A Short Paper	15*
Module B Discussion Question	5
Module B Short Paper	20
Module C Discussion Question	5
Module C Short Paper	20
Final Essay Exam	30
Total Points	100

*Note: I have weighted the first assignment (Module A Short Paper) as a smaller component of the final grade in order to allow students to become comfortable with the expectations of the course. The Module A Paper will not be graded based on organization, grammar, and APA style, but comments will be provided to students who would have missed points in these areas if they had been graded.

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 are only granted under certain circumstances and at the discretion of the instructor. 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 one point 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.

Online Attendance Policy: In order for you and your fellow classmates to benefit from this course, attendance and active participation are expected. Students are required to actively participate in the online course on a weekly basis, although it is expected that students will frequently log in to the course more than once per week. Attendance will be judged based on whether assignments are turned in on time. If students are unable to participate in the online course in a given week due to illness or other extenuating circumstances, they must notify the instructor by email in order to receive an excused absence for the week. Students may receive no more than two excused for the semester, and one point will be deducted from your final grade for each excused absence beyond the two-absence limit.

Inclusive Learning Policy: Your success in this class is important to me. We will all need accommodations 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.

I encourage you to visit the McBurney Center (see below) 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. Faculty [I] will work either directly with the student [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, Student Rights and Responsibilities & 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 online 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 online 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.

Appendix A

Competency and Description	Relevant Course Content*	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>Videos and readings related to the role of social work in developmental disabilities (K, V, AP)</p> <p>Professional behavior guidelines for discussion posts (S)</p>	<p>Week 0–14</p> <p>Page 9–11</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>Videos, readings, and assignments related to disability (K, V, AP)</p> <p>Videos and readings related to intersecting disadvantage (K, V, AP)</p> <p>Module A Short Paper (S)</p>	<p>Week 0–14; Pages 9–11</p> <p>Week 7, 10, 11, 12</p> <p>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>Videos and readings related to community-based services in Modules B & C (K, V, AP)</p> <p>Module B and C Discussion Posts and Assignments and Final Examination (S)</p>	<p>Week 6–14</p> <p>Page 10–11</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,</i></p>	<p>Videos and readings related to community-based services in Modules B & C (K, V, AP)</p> <p>Module B and C Discussion</p>	<p>Week 6–14</p> <p>Page 10</p>

Competency and Description	Relevant Course Content*	Location
<p><i>economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</i></p>	<p>Posts and Assignments (S)</p>	
<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>Videos and readings related to types of developmental disabilities and trajectory of healthy development (K, V, AP)</p> <p>Module A Discussion Post (S)</p> <p>Final Examination (S)</p>	<p>Week 1–5</p> <p>Page 9</p> <p>Page 10-11</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>Videos and readings related to community-based services in Modules B & C (K, V, AP)</p> <p>Final Examination (S)</p>	<p>Week 6–14</p> <p>Page 10-11</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>Videos and readings related to community-based services in Modules B & C (K, V, AP)</p> <p>Final Examination (S)</p>	<p>Week 6–14</p> <p>Page 10-11</p>

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

Appendix B

Rubric for Module A, B, and C Discussion Posts

Element	Points Value
Appropriate Length	2
Critically addresses Discussion Question	2
Follows ground rules for posting to the Discussion Board	1
Total	5

Rubric for Module A, B, and C Short Papers

Element	Module A*	Module B	Module C
Answers prompt sufficiently	5	5	5
Demonstrates appropriate mastery of course material	5	5	5
Demonstrates critical thought and depth of response	5	5	5
Organization, structure, grammar, and APA style	--	5	5
Total	15	20	20

*Note: I have weighted the first assignment (Module A Short Paper) as a smaller component of the final grade in order to allow students to become comfortable with the expectations of the course. The Module A Short Paper will not be graded based on organization, grammar, and APA style but comments will be provided to students who would have missed points in these areas if they had been graded.

Rubric for Final Essay Exam

Element	Points Value
Question 1: Answers prompt sufficiently, demonstrates appropriate mastery of course material.	5
Question 2: Answers prompt sufficiently, demonstrates appropriate mastery of course material.	5
Question 3: Answers prompt sufficiently, demonstrates appropriate mastery of course material.	5
Question 4: Answers prompt sufficiently, demonstrates appropriate mastery of course material.	5
Demonstrates critical thought and depth of response	5
Organization, structure, grammar, and APA style	5
Total	30