Disability & Social Work Syllabus

Semester/Year: Summer
Course Title: Disability & Social Work
Course Prefix/Number/Section: SOCW 3312-001/002
Instructor Name: Darlene Hunter, LMSW, Ph.D.
Faculty Position: Assistant Professor in Practice
Faculty Profile: N/A
Office Number: 111 Building C
Phone Number: N/A
Email Address: darlene.hunter@uta.edu
Office Hours: by appointment
Location: Online
Online Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes. Canvas: https://uta.instructure.com/

A. Course Description:

Examines major themes in disability and social work. Topics include basic understandings of disability, lived experiences of people with disabilities, legal and policy perspectives, working with adults and children with a variety of disabilities, history of disability policy and disability rights, disability advocacy, and resources in the community, among others. Offered as DS 3312 and SOCW 3312; credit will only be granted in one department.

B. Learning Outcomes

C. Required Textbook and other Course Materials:


D. Additional Recommended Textbooks and other Course Materials

Supplied in Canvas

E: Descriptions of Major Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Quizzes (8) (Self-Assessments)</td>
<td>1.25 points each; (10 points)</td>
<td>Sunday 11:59PM CST</td>
</tr>
<tr>
<td>Discussion Board (7)</td>
<td>2 points (14 points)</td>
<td>Sunday 11:59PM CST</td>
</tr>
<tr>
<td>Midterm</td>
<td>16 points</td>
<td>Sunday 11:59 PM CST – July 21</td>
</tr>
<tr>
<td>Interview Paper</td>
<td>10 points</td>
<td>Sunday 11:59PM CST – July 14</td>
</tr>
<tr>
<td>Presentation</td>
<td>20 points</td>
<td>Sunday 11:59PM CST – August 4</td>
</tr>
<tr>
<td>Reflective Journal (3)</td>
<td>10 points (30 points)</td>
<td>June 16, July 28, Aug. 16</td>
</tr>
<tr>
<td><strong>Total:</strong> 100 points</td>
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</table>
Reading Quizzes:

The quizzes will act as participation and reviewing the concepts of the reading of the week. The quizzes will be taken each class as listed on the syllabus.

Reflective Journal:

- **Reflective Journal 1**: Describe your perspective of disability in your personal life or in society.
- **Reflective Journal 2**: Look through the lens of someone with a disability as you explore your day. Write about the barriers you came across that someone with a disability would face in navigating those places. Integrate course material that you have learned in this course to support your statement. Finally, what are some solutions to help with those barriers?
- **Reflective Journal 3**: Integrate analysis of the course content and personal experience, what have you learned over the course of this semester that you will use in working with individuals with a disability?

Reflective Journal Rubric: #1 & #2

<table>
<thead>
<tr>
<th>Item</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow APA guidelines / Grammar</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Discuss the experience:</strong> What happened? What did you observe? How has this experience impacted you?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Explain your experience using one or more of the following:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory/Model of Disability</td>
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<td></td>
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<tr>
<td>Legal and Policy Perspective</td>
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<td></td>
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<tr>
<td>Inequality, Oppression, and Disability Perspective</td>
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<td></td>
</tr>
<tr>
<td><strong>Future Plans/Self Reflection:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What have you learned? What can you take with you in the future in working with people with disabilities?</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Points: 10

Reflective Journal Rubric: #3

<table>
<thead>
<tr>
<th>Item</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow APA guidelines / Grammar</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Used at least 3 journal articles or scholarly sources</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Discuss the experience:</strong> What happened? What did you observe? How has this experience impacted you?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Explain your experience using one or more of the following:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory of Disability</td>
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| Points Possible | Points Earned |
Interview Paper:

Part 1. Interview someone with a disability (intellectual or physical). If you have a disability, you must interview someone with a different disability other than your own. For example, if you have a physical disability, interview someone with an intellectual disability. The paper summarizing the interview must be at least 3 pages long.

Sample questions for the interview:

1. What is your disability?
2. How does the disability impact your daily life?
3. What are the biggest challenges you face as an individual with a disability?
4. What, if anything, would you change about your disability?
5. What would you want to share with others, if ever in your same situation?
6. What do you wish social workers knew about assisting you in regard to your disability?
7. Is there anything else you would like to share as an individual with a disability to others who may be assisting you with future needs?

Part 2. Summarize the interviewee’s experiences. Analyze what you have learned from this interview using one of the theories presented in the textbook.

Interview Paper Rubric:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow APA guidelines / Grammar</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Summarize and Discuss the interview- I do not want the questions and answers. I want you to summarize the interview and what you have learned.</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Analyze what you have learned using one of the theories/models presented in the textbook.</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Analyze the person’s experience from a policy perspective using the textbook and ADA materials covered in class as a guide:</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>• Is ADA sufficient?</td>
<td></td>
<td></td>
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<tr>
<td>• What could be improved related to the policy?</td>
<td></td>
<td></td>
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</table>

Total Points: 10
What could be improved related to the policy’s implementation?

Future Plans/Self Reflection:
What have you learned? What can you take with you in the future in working with people with disabilities?

1.5

Total Points: 10

Presentation

Pick a disability. You will record a 2:30 presentation about the disability of choice. You will sign up under Groups for a disability. You must select a topic by June 16 by 11:59PM CST. Only one person per disability. Integrate what you have learned throughout this course and how it applies to the topic. Elements that need to be covered:

- Disability and definition
- % of individuals impacted by disability
- Describe the disability across the lifespan and issues to be aware of at different periods of times (*look at each week’s topic)
- Policies/Legislation impacting the topic
- What type of accommodations may be needed from a social work perspective to help this type of client?
- 3 Resources in the community for that type of disability

*Look in course for more information/rubric (20 points assignment)

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

G. Grading

Course Grade:

Letter Grade Points

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%

F = 59% and below

H. Make-up Exams

Make-up exams or work is only offered to students that were personally hospitalized for the entire week of the exam. Students who miss exams or work due to other reasons will not be afforded the opportunity to make-up the exam.
### I. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Due</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: June 3</td>
<td>June 3</td>
<td>Topic: Syllabus, Course Overview, What is Disability? Understanding Disability in the US</td>
<td>Assignment: Post to the Introduction Discussion Board Due: June 9, 11:59pm CST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2: June 10</td>
<td>June 10</td>
<td>Topic: Lived Experience of Impairment, Disability &amp; Social Work</td>
<td>Reading: Simcock &amp; Castle (2016). Chapter 1 pg. 6-12.</td>
<td>Due: June 16 by 11:59PM CST</td>
<td>Assignment: Reflective Journal #1; Reading Quiz #1; Topic picked for presentation</td>
</tr>
<tr>
<td>Week 3: June 17</td>
<td>June 17</td>
<td>Topic: Theories &amp; Models of Disability</td>
<td>Reading: Simcock &amp; Castle (2016). Chapter 2 pg. 13-32.</td>
<td>Due: June 23 by 11:59PM CST</td>
<td>Assignment: Reading Quiz #2; Discussion Board 2</td>
</tr>
<tr>
<td>Week 4: June 24</td>
<td>June 24</td>
<td>Topic: Disability from a Life Course Perspective</td>
<td>Reading: Simcock &amp; Castle (2016). Chapter 3 pg. 33-53</td>
<td>Due: June 30 by 11:59PM CST</td>
<td>Assignment: Reading Quiz #3; Discussion Board 3</td>
</tr>
<tr>
<td>Week 5: July 1</td>
<td>July 1</td>
<td>Topic: Legal &amp; Policy Perspective of Disability</td>
<td>Reading: Simcock &amp; Castle (2016). Chapter 4 pg. 54-74.</td>
<td>Due: July 7 by 11:59PM CST</td>
<td>Assignment: Reading Quiz #4; Discussion Board 4</td>
</tr>
<tr>
<td>Week 6: July 8</td>
<td>July 8</td>
<td>Topic: Inequality, Oppression and Disability</td>
<td>Reading: Simcock &amp; Castle (2016). Chapter 5 pg. 76-90.</td>
<td>Due: July 14 by 11:59PM CST</td>
<td>Assignment: Reading Quiz #5; Discussion Board 5; Interview</td>
</tr>
</tbody>
</table>
| Week 7 | July 15 | Topic: Advocacy  
Movie: Best of Men (Optional)  
Reading  
Topc: Disability & Diversity  
Reading: Simcock & Castle (2016). Chapter 6 pg. 91-103.  
Due: July 21 by 11:59pm CST  
Assignment: Midterm/ Discussion Board 6 |
|--------|---------|----------------------------------------------------------|
| Week 8 | July 22 | Topic: Communication & Engagement  
http://www.tcdd.texas.gov/resources/people-first-language/  
Due: July 28 by 11:59PM CST  
Assignment: Reflective Journal #2; Reading Quiz #6 |
| Week 9 | July 29 | Topic: Working with Children with Disabilities  
Reading: Simcock & Castle (2016). Chapter 8 pg. 118-139.  
Due: August 4 by 11:59PM CST  
Quiz #7; Presentation |
| Week 10 | August 5 | Topic: Working with Adults with Disabilities  
Topic: Safeguarding, Social Work & Disability  
Due: August 11 by 11:59Pm CST  
Assignment: Discussion Board 7 / Quiz #8 |
| Week 11 | April 12 | Topic: Collaborative Practice  
Due August 16 by 11:59PM CST  
Reflective Journal #3 |

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**J. Expectations for Out-of-Class Study:**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Grade Grievances** See BSW Program Manual at:  
Or MSW Program Manual at:  
L. Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php. The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:

Library Home Page..................... http://www.uta.edu/library
Subject Guides.......................... http://libguides.uta.edu
Subject Librarians....................... http://library.uta.edu/subject-librarians
Course Reserves........................ http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ....................... http://library.uta.edu/how-to
Connecting from Off- Campus........ http://libguides.uta.edu/offcampus
Ask a Librarian.......................... http://ask.uta.edu

N. Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering.
Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

O. Disability Accommodations:

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

P. Non-Discrimination Policy:

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Q. Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

R. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.
I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

S. Electronic Communication:
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Campus Carry:
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

U. Student Feedback Survey:
At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

V. Final Review Week:
For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion
date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.