

HC 290 The Disabled In The Community

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COMPETENCIES OFFERED

A-3-X

Can interpret one's experience with the disabled in the light of the ideas of significant thinkers in the field.

H-4:

Can analyze power relations among racial, social, cultural, or economic groups in the United States.

REQUIRED

1. Describes the unequal power relations between at least two racial, social, cultural, or economic groups in the U.S.
2. Discusses the historical, sociological, or economic dynamics under which these groups came to be in conflict.

F-X

Can define disability.

Can define disability and assess the impact of disability in the workplace.

Can understand how disabilities effect coworkers and employees.

S-3 Can assess health care practices based on an understanding of the biological and social factors that contribute to the definition of health.

COURSE DESCRIPTION

In this course the student will define and analyze disabled populations in several categories including, physical disabilities, learning/cognitive disabilities and emotional/mental disabilities. Social and Behavioral disabilities including Addictions, HIV/AIDS, and Domestic Violence will be considered for review. The basis for consideration of these populations is to assess the effect(s) that the disability has on the ability of said persons to acquire and maintain productivity in the community and to determine what interventions and services those persons need to be healthy and empowered to the greatest extent possible. Initial class sessions will consist of descriptions of disabilities within several categories, role play and evaluations of selected case studies and a (CIP) Community Integration Plan for these cases.

A professional disability advocate will address the 6th class session. Class sessions ,7 and 8 and 9 will consist of individual reports to be determined based on students' interests and competencies. All students will be required to produce a journal. 70% of the journal is prompted with a weekly worksheet and 30% is student customized. Occasionally the instructor will impose a (pseudo) disability on students for the purpose of enhancing empathy. Participation is voluntary.

SPECIFIC LEARNING OUTCOMES:

Identify disabilities in several categories

Assess the health needs of selected disabled populations within the community

Assess the socio-economic needs of selected disabled populations within the community

Identify components of the Americans With Disabilities Act

Identify institutions and agencies designed to advocate and empower the disabled

Understand the role of the school as identifier and advocate for the disabled

Develop Community Integration Plans for selected disabled populations

Research employment trends of selected disabilities

Develop a bibliography of periodicals pertaining to the disabled
Compile a glossary of definitions and health consequences of selected disabilities

Evaluation and Grade Policy

NOTEBOOK =25 Points

Format (1 point)
Journals (8 entries)
Glossary (8 entries)
Periodicals (8 entries)

CLASS PROJECT = 50 POINTS

EMPLOYEE/EMPLOYER INTERVIEW= 15 POINTS

CLASS PARTICIPATION/ATTENDANCE = 10 POINTS

Grade Scale:

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

Required Textbooks:

Sebastian, Juliann G. and Bushy, Angeline
Special Populations in The Community: Advances In Reducing Health Disparities
\$67.95 new

Harrison , Maureen and Gilbert , Steve
American with Disabilities Act Handbook \$ 4.40

Zaretsky, Herbert H., Richter III , Edwin F. , Eisenberg, Myron G
Medical Aspects of Disability. A Handbook for the Rehabilitation Professional 3rd Edition
Excerpts will be provided by instructor and via online instruction)

See page 8 for recommended reading and possible auxiliary texts *

DESCRIPTIONS OF ASSESSMENTS

Format of the Notebook (25 points)

Each student is required to keep a 2 inch binder. The binder should be divided into five sections: Journal, Glossary, Bibliography, Project, Handouts. Each week the student will add at least one entry into the Journal, (there will be a brief standard worksheet as well as personal reflections) one into the Glossary and one entry into the Periodical bibliography for a total of 8 weeks. The Project will be ongoing. The notebook will be collected on week 9 graded and returned on week 10. The journal grade will be based on completion of tasks. It is fully expected that all students will receive the 25 points for the notebook assignments. The instructor will compile and distribute the collective glossary and bibliography to the class.

Terms of the Class Paper /Project (50 points)

The topic for the class project will be chosen by each student. It can be generated from one of the disabilities and behavioral conditions on the master list or it can be student generated. All topics must be approved by the instructor.

The project should be presented in the form of a written paper and an accompanying presentation to the class. The focus of the presentation should be based on the competency of interest to the student. Each project should contain a definition and description of the disability and its general implications. The remaining content of the paper/presentation will develop the pertinent aspect(s) of the desired competency. Evidence of support from established theory should be shown in the paper and a bibliography should be attached.

Sample Titles:

Competency A-3-X

Sports Camps as a means of Integrating Adolescents with Attention Deficit Hyperactivity Disorder into the community.

Competency H-4

The Formation of a Parents Club as a Power group to advocate for the rights of Children with Attention Deficit Disorder.

Competency S-3

The effectiveness of the use of Ritalin on Persons diagnosed with Attention Deficit Disorder

Work Study Interview (15 points)

The student has a choice of interviews: 1. A disabled worker 2. An employer of a disabled worker(s) 3. An employment agency 4. Any employer or company (without a disabled employee). Interview must relate to employment rights of disabled persons and related aspects of the Americans With Disabilities Act. (Lesson 5) Certain introductory questions will be mandated by the instructor, however, the main interview will be developed by the student. Interview questions must be approved by the instructor prior to the interview.

Attendance and Class Participation (10 points)

Students will receive .5 points for attendance and .5 points for class participation. The full point total for the course will be 10 points.

COURSE SYLLABUS

MODULE # 1

IDENTIFICATION OF DISABILITIES/COMMUNITY CASE STUDIES

Week 1

PHYSICAL DISABILITIES AND ILLNESSES

Class Text: Sebastian [Cases 1 through 6]

Related **Texts** (Zaretsky –Chapters 2, 10, 16 and 25,University of Missouri Handbook Section 4)

Activities:

½ hour introductory Power Point or Video on Disabilities- Definition of Disability

Students will review normal functions of Body Systems in chapter 2, Zaretsky

Identify psycho-social implications of Physical Disability and stroke. (Zaretsky Chapters 16and 25)

Small group Assignment: Six groups will review case studies [1 through 6] in Special Populations and report to class using Dimensions/Policy Perspectives Model (Sebastian ,316)

Imposed disability: (First hour of class) Right hand is duct taped and unusable.

Homework Assignment: 1. Complete Journal (Prompt Worksheet and Personalized Reflections.) 2. Find description and definition for an assigned disability and health/vocational consequences 3. Identify a periodical serving a disabled or special population. 4. Work on class project on selected disability to be presented weeks 7 through 9.

Week 2

SENSORY DISABILITIES

Class Text: Sebastian [Cases 7 through 11]

Related Texts (Zaretsky- Chapters 12 and 27 ,University of Missouri Handbook Section 7)

Activities:

½ hour introductory, American Red Cross First Aid Video Quiz.

Students will review and discuss the psychological and social implications of Hearing Impairments and Vision Impairments (Zaretsky Chapters 12 and 27)

Small Group Assignment: Six groups will review case studies [7 through 11]in Special Populations. Report back to class using Dimensions/Policy Perspectives Model (Sebastian, 316) .

Imposed Disability: Silence and written prompts only during first hour (first aid test and reading questions.) Teacher will communicate only through sign language . Students are not permitted to use voice.

Homework Assignment: (see above) Journal, Glossary, Identification of Periodical, Preparation of Project

Week 3

LEARNING AND COGNITIVE DISABILITIES

Class Text: Sebastian [Cases 12-17]

Related Texts (Zaretsky – Chapters 5 and 14, University of Missouri Handbook – Section 2)

Activities :

Students view film F.A.T. City. Discuss implications of Learning Disabilities

Students will review and discuss the psychological and social implications of ,Traumatic Brain Injury, Mental Retardation and Attention Deficit Hyperactivity Disorder (Zaretsky ,Chapters 5 and 14)

Small Group Assignment: Six Groups will review Case Studies [12-17] in Special Populations. Report back to class using Dimensions/Policy Perspective Model (Sebastian ,316)

Imposed Disability: Film F.A.T. city is designed to impose a **learning disability** on the viewer through coded words and syntactical challenges.

Homework Assignment: (see above) Journal, Glossary, Identification of Periodical, Preparation of Project.

Week 4

MENTAL ILLNESS AND BEHAVIORAL CONDITIONS/DISEASES

Related Texts: (Zaretsky –Chapters 3 and 20, University Of Missouri Handbook ,Section 1 and 7)

Activities:

Students view Video HIV/AIDS discuss implications
Students view video on Mental Illness, Discuss implications
Students review and discuss the psycho- social implications of AIDS and Psychiatric Disorders. (Zaretsky 3 and 20)
Group Read Aloud: Pamphlets on Addiction and Behavioral Conditions from Center for Disease Control.

Imposed Disability: During Read Along Students ½ of class is blindfolded the other half must provide assistance to a blindfolded classmate.

Homework: (see above) Journal, Glossary, Identification of Periodical, Preparation of project.
Complete Policy Models for Sebastian Cases [18-22]

MODULE # 2 ADVOCACY

Week 5

THE IDENTIFICATION AND EDUCATION OF DISABLED CHILDREN

Related Text (Allen : Unit 10) (Teacher Generated Handouts: Americans with Disabilities Act, PL 142.92 , IEP and Modifications Handbook)

Activities :

Review the identification process as listed in Allen. Given case for a preschooler, class will complete the Preliminary Assessment Form.

Class is divided into groups, Given several cases of school children group will simulate I.E.P team members. Teacher, Psychologist, Nurse, Social Worker, Parent ,Student and complete an I.E.P.

Homework: (see above) Journal, Glossary , Identification of Periodical, Preparation of Project.

Week 6

QUESTION AND ANSWER SESSION WITH COMMUNITY SPECIALIST

Guest Speaker from Ada S. McKinley
Guest Speaker from ORS (Office of Rehabilitative Services)

Homework : (see above) Journal , Glossary, Identification of Periodical. Preparation of Project.

Weeks 7 through 9

PRESENTATION OF PROJECTS

INTERVIEWS DUE (Week 8)

NOTEBOOKS DUE (Week 9)

Week 10

GLOSSARY REVIEW/ INTERVIEW SHARING/REFLECTIONS

Project Rubric

<u>CRITERIA</u>	<u>POINTS</u>				
Required Components	1	2	3	4	5
Length of Presentation	1	2	3	4	5
Knowledge Of Topic	1	2	3	4	5
Evidence of Research	1	2	3	4	5
Visual Aids	1	2	3	4	5

