Course Change Request

New Course Proposal

Date Submitted: 11/19/15 10:44 am

Viewing: **SOWO 7120 : Psychosocial Context of Disability**

Last edit: 11/19/15 10:44 am

Changes proposed by: ZUGAZCB

In Workflow

1. SOCY Chair
2. LA Graduate Curriculum Committee Chair
3. LA Editor
4. LA Associate Dean
5. Coordinator Curriculum Management
6. Graduate Council Curriculum Committee Chair
7. Coordinator Curriculum Management

Approval Path

1. 11/19/15 3:41 pm
   LAF0014: Approved for SOCY Chair

Submitter: User ID: ZUGAZCB Phone: 4-2879

Proposing College/School: College of Liberal Arts

Department: Sociology, Anthro. & Soc. Wk.

Effective Term: Fall 2016

Subject Code: Social Work (SOWO)

Course Number: 7120

The clinical social work curriculum includes a number of electives that prepare students to engage in advanced clinical practice work with diverse populations. This course prepares graduate level social workers to be effective practitioners for persons with disabilities. Students will learn about specific disabilities and the social justice issues that accompany working with vulnerable populations. Specifically, students will gain experience in assessment,
practice, evaluation, and engagement with persons with disabilities and their families.

Justification for new course:
This is a course in the new Master of Social Work (MSW) program.

Course Title:            Psychosocial Context of Disability
Abbreviated Title:      Context of Disability

<table>
<thead>
<tr>
<th>Schedule Type</th>
<th>Contact/Group Hours</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>3</td>
<td>Weekly</td>
<td>3</td>
<td>20</td>
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Can the course be repeated? No
Total Credit Hours: 3

Grading Type: Standard Grades

Prerequisites:

Prerequisite Courses:

Corequisites:

Restrictions: Exclude Freshman
Exclude Junior
Exclude Sophomore
Exclude Senior
Exclude For Non Degree

Other Restrictions:
Students must be admitted into the Master of Social Work (MSW) program to enroll in this course.

Admin Restrictions:

Course Description: Prepares the social worker to be an effective practitioner for persons with disabilities by exploring the psychosocial context of the lives and experiences of persons with disabilities and their families from various perspectives.

May Count Either:

Affected Program(s):

Overlap or Duplication of Other No
Units' Offerings:

Access to additional social work journals such as *Disability and Society* and *Journal of Social Work in Disability & Rehabilitation* are recommended.

Course Objectives/Outcomes:

1. To review the evolution of the field of disability, and how it has impacted the self-perceptions and societal response to persons with disabilities.
2. To understand the theories and paradigms that have shaped services and policy with respect to persons with disabilities and their families.
3. To demonstrate knowledge and understanding of the various social, cultural, political, and legal forces affecting the lives of people with disabilities.
4. To become familiar with the spectrum of conditions that comprises the field of developmental disabilities across the lifespan.
5. To develop an understanding of the social services and generic community resources available to both children and adults with disabilities and their families.
6. To clarify the role of social workers in promoting valued outcomes in the lives of people with disabilities and their families, including the adherence to social work values, such as self-determination and confidentiality that are embodied in the NASW Code of Ethics, and address ethical issues regarding all clients but especially as these values apply to people with disabilities.

Is this course considered University Core? No

Course Content Outline (weekly for 15 weeks):

Week(s)
Topics covered
Required readings/Papers due

Week 1
Overview of Disability and Attitudes toward Disability
Mackelprang, R. & Salsgiver, R- Chapter 1 & 2
Weeks 2-3

Theoretical Models of Disability, History of Disability

Mackelprang, R. & Salsgiver, R - Chapter 3


Week 4

Person Centered Thinking: Parents, siblings, service professionals, community members


Week 5

Overview of Disabilities

Mackelprang, R. & Salsgiver, R – Chapter 4 & 8


Integrated Practice paper due

Week 6

Overview of Disabilities: Physical and Sensory

Mackelprang, R. & Salsgiver, R - Chapters 5 & 6 & 7


Marini & Stebnicki- Chapter 8: Objective Self-Awareness and Stigma:

Implications for Persons with Visible Disabilities.

Week 7

Overview of Disabilities: Hidden disabilities & Social/emotional/behavioral disabilities

Mackelprang, R. & Salsgiver, R- Chapters 9 & 10
Week 8

Parenting Issues, Sexuality, Aging


Week 9

Access to services: Health


Week 10

Access to services: Mental Health


*Specific Disability Issue Paper*

Week 11

Access to services: Education


Week 12

Transition from School to Adult Life; Access to Employment; Transition to Adult Healthcare; Positive Behavior Supports

Mackelprang, R. & Salsgiver, R- Chapter 12


Week 13

Abuse & Neglect: Risk, Occurrence and Prevention


Week 14

Group Project Presentations on settings to include: Homelessness services, Prison, Child Welfare, Nursing Homes, Post Secondary Education


Week 15

Person Centered Planning


Assignments/Projects:

1. Integrated Practice Paper (25 % of grade). Select from the Movie list provided by instructor. Utilize the characters in the story to discuss models of disability, disability culture, and language. Use the professional literature and evidence based-practice to support your discussion. Students must assess the social supports available to the character with disability(ies). Analyze practice, policy, and ethical issues present in the movie context. (course objective 2, 3)
Assignments / Projects

2. Group Presentations on Social Service Settings (25% of grade). Groups of 3-4 students develop and present a 15 minute presentation on how people with disabilities utilize services in social service settings other than those thought of as traditional disability service settings. Presentations must include professional/research literature, practice issues, ethical considerations, and practice models used in this setting for discussion. Students will also make recommendations for suggested changes to service delivery in their setting. (course objective 3,5,6)

3. Specific Disability Issue Paper (25% of the grade) Write a 10-page paper about a specific problem or issue of a developmental disorder or physical disability. You may address the disorder or the disability holistically or choose one or more aspects (e.g. effects on learning or health and wellness) of the condition. The number of pages does not include references. Make sure that you include etiology, incidence and prevalence, bio-psychosocial aspects of the disorder, and implications for social work practice. You may also address implications for social policy, if applicable. Your bibliography must be up to date. Make sure to include only references from the last 7 years. (course objectives 1, 2, 6)

4. Final Exam (25% of grade) (course objectives 1, 2, 6)

Rubric and Grading Scale:

Specific Disability Issue Paper (25% of the grade)
Integrated Practice Paper (25% of grade)
Group Presentations on Social Service Settings (25% of grade)
Final Exam (25% of grade)

Total: 100%

Grading Scale:
A = 90-100
B = 80-89
C = 70-77
D = 60-69
F = 59 and below

Supplemental Information For Addition Of Distance Education Course
POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).