Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Fall 2018

Course Code: SOCK 356R - 001
Course Title: Developmental Disabilities and the Family
Class Times/Location: REN 0402; Tuesdays 2:30 – 5:20 p.m. (Sept 11 – Nov 27/18)

Instructor: Karen Bennett, MSW
Office: No on-campus office
Phone: Home: 519-746-3822 / Cell: 519-635-1160 (before 10 p.m.)
Work: 519-741-0190, ext. 229 (*These numbers are for emergencies only)
Office Hours: Before and after class and/or by appointment
Email: **Preferred method of contact – kcbennet@uwaterloo.ca (will respond within 24 hrs)

Course Description: With an emphasis on the Canadian context, this course will explore and deepen the students’ understanding of the experience of living with a developmental disability in today’s society. Students will critically review traditional approaches to support services and social work professional practice with people with disabilities and their families. Additionally, students will examine how these have changed and adapted over time in response to social change movements and milestones highlighting people, events, and legislation that have affected disability rights. The course will help students explore how to intervene in professional social work practice with individuals and their families from a strengths-based, person-centered perspective emphasizing advocacy, empowerment, and social support.

Course Objectives and Learning Outcomes

Upon completion of this course, students should be able to:

1. Identify the nature, extent and various meanings of disability, past and presently;
2. Describe the impact of various social change movements on social policy and legislation affecting people with disabilities and their families;
3. Compare and contrast traditional approaches (models of care) to support services and social work practice with people with disabilities and their families;
4. Determine and distinguish the values and principles on which decisions affecting
people with disabilities and their families are based, as well as being able to articulate their own values in this regard;
5. Appraise and articulate intervention approaches and activities that facilitate working effectively with individuals and families from a strengths-based, person-centered perspective;
6. Advocate for and implement strategies that promote participation, equality and inclusion for people with developmental disabilities.

Required Text(s):

Resources (On Reserve):
- 1 copies each of required course texts - see above - (1 day loans)
- 1 copy each of books below


### Course Requirements and Assessment

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<tr>
<th>Assessment</th>
<th>Date of Evaluation</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>October 16 (Week 6)</td>
<td>25%</td>
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<tr>
<td>Assignment – Film/Book Review/Analysis</td>
<td>November 6 (Week 9)</td>
<td>40%</td>
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<tr>
<td>Attendance &amp;Participation</td>
<td>November 20 (Week 11)</td>
<td>10%</td>
</tr>
<tr>
<td>Final Test</td>
<td>November 27 (Week 12)</td>
<td>25%</td>
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<tr>
<td>Total</td>
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<td>100%</td>
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**Attendance/Participation (10%)**

Attendance/Participation will be assessed using a combination of self-evaluation and instructor evaluation. Students will be asked to submit, in hard copy form, in the Week 11 class, the attendance/participation self-evaluation form (posted on D2L) stating the score (out of 10) they believe they deserve based on the criteria listed on the form. These forms will be weighed against the instructor’s assessment of the student’s attendance/participation. In the case of a difference in the scores, the average of the two assessments, or the instructor’s assessment, whichever is higher, will be the final attendance/participation mark. In the event that a student does not submit a self-evaluation in the Week 11 class, the grade will be based on the instructor’s assessment alone.

**General Notes re: Assignment (Film/Book Review/Analysis):**

This assignment is due in hard copy at the beginning of the class in which it is due. This written assignment is to be typed, pages numbered, 1-sided, double-spaced and in standard font (Times New Roman or Calibri 12), stapled in top left corner, with a title page showing: student name, instructor name, title of assignment, date of submission. Use American Psychological Association (APA) (6th ed.) format with proper citations and references. The work you submit must be your own - original in conception, organization and expression. Ideas or quotations derived from other sources must be clearly acknowledged as such, following APA (6th ed.) guidelines for citation. Please review University of Waterloo’s policies regarding academic integrity (see below) for further information.
Assignment (Film/Book Review/Analysis - 40%)

10 - 12 pages, not including title page, bibliography.
Minimum of 5 supporting sources; of these, not more than 1 internet source (excepting professional journals/articles) and not including the film or book under review. May use headings, using the points below, within the paper if desired. A rubric is available in D2L for further detail re: grading components, for further reference.

Using a book/film with some focus on disability (developmental, physical, mental health, etc):

i) Briefly (less than 1 pg.) outline the story in the book/film including identifying the main character(s).

ii) Describe how the location and time period of the story, are important to the story (rural/urban context; country where story takes place; how disability is/was thought of at that time, etc.)

iii) Using specific examples, describe what models/lenses are evident in the story and how is this demonstrated? (eg. moral, charitable, medical, etc.)

iv) Using specific examples, describe what stereotypes are evident throughout the story? (eg. disability seen in the context of pity, threat, burden, etc.)

v) In respect to “An Asset Based Approach to Inclusion” by Mike Green (outline distributed and discussed in class and uploaded to D2L), evaluate the story in the book or film. (ie. Is the main character viewed and/or treated as a consumer or as a citizen - or both). Support your assertion(s) with specific examples, in reference to Green’s model, and using other relevant information from this course.

Film Suggestions (Ideas, but not limited to this list!):
Mask, 1985 (Physical Disability); Rainman, 1988 (Autism Savant); My Left Foot, 1989 (Cerebral Palsy); The Other Sister, 1999 (Developmental Disability); I Am Sam, 2001 (Developmental Disability); Adam, 2009 (Asperger’s); Benny and Joon, 1993 (Mental Illness); What’s Eating Gilbert Grape, 1993; Radio, 2003; Finding Nemo, 2003; Any Day Now, 2012; Miracle Run: The Unexpected Journey, 2004, The Ringer, 2005.

Midterm Test (2.5 hrs) – 25%
The midterm test (2.5 hrs.) will take place during Week 6 covering all areas of course content to that date (inclusive of readings, class lectures and discussions, and other film/video presentations). The test consists of four sections of questions. Part A consists of 10 true or false questions (worth 20% of the overall mark). Part B is comprised of 10 multiple-choice questions (worth 20% of the overall mark). Part C includes 7 short answer questions, of which the students will be required to select and answer 5 (worth 25% of the overall mark). In Part D, students will be asked to apply learnings to a critique of a case study, drawing on key concepts from course learning from all sources (worth 35% of the overall mark).
**Final Test (2.5 hrs) - 25%**

The final test (2.5 hrs) will take place during the last class of the term (Week 12) covering all areas of course content since the midterm in Week 6 (inclusive of readings, class lectures and discussions, guest lectures, and other film/video presentations). The test consists of four sections of questions. Part A of the exam consists of 10 true or false questions (worth 20% of the overall mark). Part B is comprised of 10 multiple-choice questions (worth 20% of the overall mark). Part C includes 7 short answer questions, of which the students will be required to select and answer 5 (worth 25% of the overall mark). In Part D, students will be asked to apply learnings to a critique of a case study, drawing on key concepts from course learning from all sources (worth 35% of the overall mark).

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp;/or Assignments Due</th>
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| 1    | Sept 11 | Welcome  
- Course Introduction & Overview  
- Disability Extent & Language                                      |                               |
| 2    | Sept 18 | Meanings and Stereotypes of Disability  
- Disability types / labels  
- Common stereotypical attitudes                                      | Text - Disability-A Diversity Model Approach in Human Service Practice (Ch. 1 & Ch. 9) |
| 3    | Sept 25 | Disability History & Human Rights  
- Focus on Canadian perspective  
- DVD - Freedom Tour (People First, Canada)                            | Text - Disability-A Diversity Model Approach in Human Service Practice (Ch. 5) |
| 4    | Oct 2   | Disability Culture and Diversity  
- Intersectionality & Disability                                       | Text - Disability-A Diversity Model Approach in Human Service Practice (Ch. 4) |
| 5    | * Oct 11| Disability Models, Approaches  
- Traditional & Current                                                     | Text - Disability-A Diversity Model Approach in Human Service Practice (Ch. 3) |
| 6    | Oct 16  | Midterm In Class (2.5 hrs) – 25%                                      | All course content since Week 1 – Readings, lectures, class discussions, films/videos |
| 7    | Oct 23  | Building Relationships & Community Participation                       | From Behind the Piano & What’s Really Worth Doing and How To Do It |
| 8    | Oct 30  | Inclusion Workshop - Guest Lecturers  
- Integrating theory & practice                                           | Guest Speakers  
*Instructor Away *
| 9    | Nov 6   | Person-Centred/Directed Work  
- Four Service Cultures                                                     | Assignment Due (Film/Book Review/Analysis) – In class, hard copy (40%) |
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<tr>
<th>Week</th>
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<th>Topic</th>
<th>Reading/Resource</th>
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<tbody>
<tr>
<td>10</td>
<td>Nov 13</td>
<td>Practice with Families - Assessment - Models of Practice</td>
<td>Text - Disability-A Diversity Model Approach in Human Service Practice (Ch. 14 &amp; 15)</td>
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<tr>
<td>11</td>
<td>Nov 20</td>
<td>Conclusion - Paradigms &amp; Principles of Practice</td>
<td>From Behind the Piano &amp; What’s Really Worth Doing and How To Do It Participation Self-Evaluation Due - In class, hard copy (10%)</td>
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<tr>
<td>12</td>
<td>Nov 27</td>
<td>Final Test In Class (2.5 hrs) - 25%</td>
<td>All course content since midterm – Readings, lectures, class discussions, films/videos, guest lecturers</td>
</tr>
</tbody>
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*The first week of classes begins on Thursday and includes only Thursday and Friday September 6 and 7. Regular Thursday and Friday schedules are followed on both of these days.

**The loss of a Tuesday class on October 9 (study day) is made up by following a Tuesday schedule on Thursday, October 11

**Late Work:**
Assignments should be submitted in hard copy at the beginning of the class in which they are due. Late papers (Film/Book Review/Analysis) will be deducted 5% on the first day and 2% for each subsequent day (including weekend days) for one week, after which the paper/assignment will not be accepted and graded zero (0). Requests for extensions (with valid reason) must be negotiated at least a week prior to the due date, in order to avoid late penalties. Failure to submit a Participation Self-Evaluation (hard copy, due in Week 11) will result in the instructor’s stand-alone assessment of this.

**Electronic Device Policy:**
Electronic devices are allowed in class, provided they do not disturb teaching or learning (ie. are being used for note taking or reference). Use of other social media (eg. facebook) is not permitted and using such may result in a student being asked to leave class. Mobile phones should be on vibrate or muted during class time and, in the event that a call/message must be answered, the student is expected to do so during the break or, if urgent, quietly leave the room to respond.

**Attendance Policy:**
Attendance will be taken in each class and does constitute a component of the Attendance/Participation assessment (10% of overall grade). Students unable to attend due to illness or other valid reason should contact, via email, the instructor, prior to class.
Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

Academic Integrity:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integrity webpage (https://uwaterloo.ca/academic-integrity/) and the Arts Academic Integrity webpage (https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

**Discipline:** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70). When in doubt, please be certain to contact the department’s administrative assistant, who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to

**Academic Integrity website (Arts):**
http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

**Academic Integrity Office (uWaterloo):** http://uwaterloo.ca/academic-integrity/

**Accommodation for Students with Disabilities:**

**Note for Students with Disabilities:** The AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

**Intellectual Property.** Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

**Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

**On Campus**

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- **MATES:** one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre
Off campus, 24/7

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS website
Download UWaterloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information

A respectful living and learning environment for all

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.

2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.

3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.