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), Anishinaabeg, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River.

Winter 2022

Course Code: SOCWK 356R
Course Title: Developmental Disabilities and the Family

Class Times/Location: Tuesdays 2:30pm-5:20pm/REN 2102

Instructor
Instructor: Terral McBay
Office: By appointment via phone, or video call
Office Phone: N/A
Office Hours: As needed. Please contact me by email to set a time to talk together
Email: tjsmcbay@uwaterloo.ca

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:

A. Identify the nature, extent and various meanings of disability, and how this has influenced public perception of people with disabilities both past and present;
B. Describe the impact of various social change movements on social policy and legislation affecting people with disabilities and their families;
C. Compare and contrast traditional approaches (models of care) to support services and social work practice with people with disabilities and their families;
D. 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;
E. Appraise and articulate intervention approaches and activities that facilitate working effectively with individuals and families from a strengths-based, person-centered perspective;
F. Advocate for and implement strategies that promote citizenship, participation, equality and inclusion for people with developmental disabilities.

Required Text


Readings Available on LEARN


**Course Requirements and Assessment**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>February 15, 2022</td>
<td>25%</td>
</tr>
<tr>
<td>Person-Centred-Plan</td>
<td>March 15, 2022</td>
<td>15%</td>
</tr>
<tr>
<td>Film/Book Review/Analysis</td>
<td>March 22, 2022</td>
<td>25%</td>
</tr>
<tr>
<td>Weekly Participation Reflection</td>
<td>March 29, 2022</td>
<td>10%</td>
</tr>
<tr>
<td>Final Test</td>
<td>April 5, 2022</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Midterm**
The midterm test will take place during Week 5 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: 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). Part D, students will be asked to apply their learning to a critique of a case study, drawing on key concepts from course learning from all sources (worth 35% of the overall mark).

**Person-Centred Plan**

Complete the Person-Centred Plan template (on LEARN), each student will experience what it is like to do this exercise, which is a requirement of most adults supported by Developmental Service organizations across the province. This is an experiential and reflective exercise. As practitioners in the field, we are often required to complete assessments and tasks of this nature “on” the people we support. These exercises can often be quite intrusive to those supported and are regularly completed at the beginning of a support relationship where the adult supported is asked to share deep and personal information with strangers. The purpose of this exercise is to generate a level of understanding and empathy behind some of the tools we are required to use in the field. In other words, if we cannot complete these tasks on ourselves, what right do we have (aside from organizational and provincial obligations) to perform these tasks on the people we support?

**Film/Book Review & Analysis**

6-8 pages (not including title page, bibliography). Minimum of 5 supporting sources; of these, not more than 2 internet sources (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. See the rubric available in LEARN 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.). This will require research related to these components.

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

iv) Using specific examples, describe what stereotypes are evident throughout the story? (e.g., 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 on Week 2 and uploaded to LEARN), evaluate the story in the book or film. (I.e., 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 and additional research.

Film Suggestions (Ideas, but not limited to this list):
Wonder, 2017, 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.

Book Suggestions (Ideas, but not limited to this list):
Wonder, Placio, R.J. (2017); Out of My Mind, Draper, S.M. (2010)

General Notes:

This assignment is due by 11:59pm on the due date listed in the course outline. 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.
Weekly Participation
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 LEARN) 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 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 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.

ONLINE PARTICIPATION:
Each week, a discussion question will be posted on LEARN. Students will have the full week to contribute to the online discussion and participation will be tracked when students complete and submit a response. At the end of the week, the discussion question will close, and no further comments may be given. LEARN will be able to track participation and assign a grade based on how many discussions students participate in. Discussion comments are not graded. You simply need to participate each week.

IN CLASS PARTICIPATION:
This will reflect each student’s participation during class discussions.

IF we are online all term, there are 10 weeks of instruction. Students must participate in a minimum of 8 discussions to earn the 5% of this grade. Therefore, if you miss a week, you still have the opportunity to earn full marks.

Participation (5%) + Self Evaluation (5%) = up to 10% Participation Grade.

Final Test
The final exam will take place during the last week of class (Week 12) covering all areas of course content from Week 8-11 (inclusive of readings, class lectures and discussions, guest lectures, and other film/video presentations). The exam consists of four sections:
Part A consists of 10 true or false questions (worth 20% of the exam).
Part B consists of 10 multiple-choice questions (worth 20% of the exam).
Part C includes 7 short answer questions, of which the students will be required to select and answer 5 (worth 25% of the exam).
Part D, students will be asked to apply their learning to critique a case study, drawing on key concepts from course learning from all sources (worth 35% of the exam).

### Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jan 3</td>
<td>University holiday closure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jan 5-7</td>
<td>Term begins</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Jan 10-14</td>
<td>Welcome</td>
<td>Readings on LEARN: Developmental Disabilities in Ontario (Ch. 1); Text: Conversations Ch. 1 – Carol Blessing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Course Introduction &amp; Overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Disability Extent &amp; Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What is true citizenship?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan 17-21</td>
<td>Meanings, Causes and Stereotypes of Disability</td>
<td>Readings on LEARN: Developmental Disabilities in Ontario (Ch. 13);</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Disability types / labels</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Common stereotypical attitudes</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jan 24-25</td>
<td>Disability History &amp; Human Rights</td>
<td>Texts: Disability-A Diversity Model Approach in Human Service Practice (Ch. 1);</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Focus on Canadian perspective</td>
<td>Disability and Social Change (Ch. 2);</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Freedom Tour (People First, Canada)</td>
<td>Reading on LEARN: Developmental Disabilities in Ontario (Ch. 2);</td>
</tr>
<tr>
<td>4</td>
<td>Jan 31-Feb 4</td>
<td>Disability Culture and Diversity</td>
<td>Text: Disability and Social Change (Ch. 8)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Intersectionality &amp; Disability</td>
<td>Reading on LEARN: Disability – A Diversity Model Approach in Human</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Readings Due</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>Feb 7-11</td>
<td>Disability Models, Approaches - Traditional &amp; Current</td>
<td>Texts: Disability and Social Change (Ch. 4); Conversations Ch. 10 – John O’Brien</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Disability as a social construction</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb 14-18</td>
<td><strong>Midterm: In Class – 25%</strong></td>
<td>All content from Week 1 – 5: Readings, lectures, class discussions, films/videos</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feb 21</td>
<td>Family Day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feb 22-25</td>
<td>Reading Week</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Feb 28-Mar 4</td>
<td>Building Relationships &amp; Community Participation - Four Service Cultures</td>
<td>No readings (Use time for Assignment #1)</td>
</tr>
<tr>
<td>8</td>
<td>Mar 7-11</td>
<td>Person-Centred/Directed Work</td>
<td>Conversations (Ch. 7 – Jack Pearpoint)</td>
</tr>
<tr>
<td>9</td>
<td>Mar 14-18</td>
<td>Inclusion Workshop - Guest Lecturers - Integrating theory &amp; practice</td>
<td><strong>Person-Centred Plan Assignment Due</strong></td>
</tr>
<tr>
<td>10</td>
<td>Mar 21-25</td>
<td>Experiences and Perspectives of Families</td>
<td>Texts: Disability and Social Change (Ch. 7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Film/Book Review &amp; Analysis Due</strong></td>
</tr>
<tr>
<td>11</td>
<td>Mar 28-Apr 1</td>
<td>Paradigms &amp; Principles of Practice - Strategies for Change</td>
<td>Text: Disability and Social Change (Ch. 11)</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td><strong>Attendance/Participation Self-Evaluation Due</strong></td>
</tr>
<tr>
<td>12</td>
<td>April 4-5</td>
<td><strong>Final Test: In Class – 25%</strong></td>
<td>All course content since midterm – Readings, lectures, class discussions, films/videos, guest lecturers</td>
</tr>
</tbody>
</table>
**Late Work**
Assignments should be submitted electronically on LEARN by 11:59pm on the date 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 course assessment component.

**Attendance Policy**
Weekly participation will be taken into account and comprises 10% of overall grade. Participation will be evaluated by reviewing each student’s participation in the weekly discussions on LEARN, as well as those who attend the weekly “office hours” synchronous session. Students unable to attend due to illness or other valid reason should contact, via email, the instructor, prior to class.

**Final Examination Policy**
For **Winter 2022**, the established examination period is **April 8-26**. The schedule will be available early in the winter. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: [Final Examniation Schedule](https://uwaterloo.ca/registrar/final-examinations)).

**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](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. [Check the Office of Academic Integrity (https://uwaterloo.ca/academic-integrity) for more information.] 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 (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71). For typical penalties check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/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 their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. 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 is a ground. A student who believes they have a ground for an appeal should refer to Policy 72, Student Appeals.

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

Accommodation for Students with Disabilities: AccessAbility Services, located in Needles Hall, Room 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 AccessAbility Services 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.

**Contingency Planning**

**Inclement Weather**
In the event of a short-term campus closure or the cancellation of an in-person class due to snow or inclement weather, online and remote classes will not be affected.

**Interruption or Cancellation of In-Person Classes**
In the event of a pandemic-related interruption of in-person classes, including a ‘pivot’ to remote learning, your Instructor will post details in LEARN. Please check the Announcements section of the course homepage in LEARN for updates.

**Interruption or Cancellation of In-Person Examinations**
In the event of a pandemic-related interruption of in-person exams, your
Instructor will post details in LEARN. Please check the Announcements section of the course homepage in LEARN for updates.

**Absence Due to Influenza-like Illness or Required Self-Isolation**
If you need to be absent due to influenza-like illness or due to mandatory self-isolation, please complete an [Illness Self Declaration](#). The form is available in the Personal Information section of Quest. Accommodations may be made for students who have completed an Illness Self Declaration without the need for a medical note.

**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](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655
- **MATES**: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) 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
- **Empower Me**: Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 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

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

You may contact Melissa Knox, Renison’s external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.