



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

**Renison University College**  
Affiliated with the University of Waterloo  
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## **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.

### **Winter 2021**

**Course Code: SOCWK 356R**

**Course Title: Developmental Disabilities and the Family**

**Class Times/Location:** (building, room number)

#### **Instructor**

**Instructor:** Terral McBay, M.S.W.

**Office:**

**Office Phone:**

**Office Hours:**

**Email:** [tjsmcbay@uwaterloo.ca](mailto: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

- ***Disability and Social Change***. Jeanette Robertson & Grant Larson (Eds). Fernwood Publishing., Blackpoint, Nova Scotia, Winnipeg, Manitoba, 2016. ISBN: 978-1-55266-813-9
- ***Conversations on Citizenship & Person-Centered Work, (Volume III)***. John O'Brian & Carol Blessing (Eds). Inclusion Press., Toronto ON, 2011. ISBN: 978-1-895418-87-3

### Readings Available on LEARN

- Chapter 1: The Meanings and History of Disability in Society. In *Disability: A Diversity Model Approach in Human Service Practice* (3rd ed). Romel W. Mackelprang, and Richard O. Salsgiver. Lyceum Books Inc., Chicago ILL, 2015. ISBN: 978-1-933478-59-3.
- Chapter 1: What is Meant by Developmental Disability. In *Developmental Disabilities in Ontario* (4th Edition). Ivan Brown, and

Maire Percy (Eds). Delphi Graphic Communications, Toronto, ON, 2020.

- Chapter 2: Towards a Post-Asylum Society: A Brief History of Developmental Disability Policy in Ontario. In *Developmental Disabilities in Ontario* (4th Edition). Ivan Brown, and Maire Percy (Eds). Delphi Graphic Communications, Toronto, ON, 2020.
- Chapter 3: Changing Perspectives on Developmental Disabilities. In *Developmental Disabilities in Ontario* (4th Edition). Ivan Brown, and Maire Percy (Eds). Delphi Graphic Communications, Toronto, ON, 2020.
- Chapter 4: *Disability Culture*. In *Disability: A Diversity Model Approach in Human Service Practice* (3rd ed). Romel W. Mackelprang, and Richard O. Salsgiver. Lyceum Books Inc., Chicago ILL, 2015. ISBN: 978-1-933478-59-3
- Chapter 13: *Factors Causing or Contributing to Developmental Disabilities*. In *Developmental Disabilities in Ontario* (4th Edition). Ivan Brown, and Maire Percy (Eds). Delphi Graphic Communications, Toronto, ON, 2020

Notes on the required readings

## Course Requirements and Assessment

Information on course requirements and assessments.

Assessment	Date of Evaluation (if known)	Weighting
Midterm	Feb 22-26	25%
Person-Centred-Plan	March 8-12	15%
Film/Book Review/Analysis	March 29-April 1	25%
Weekly Participation	April 5-9	10%
Final Assignment	April 12-14	25%
Total		100%

As we are not meeting on a specific day each week, the assignments are due any day during the corresponding week of class.

(For example, the mid-term, which is an “in-class” test, is due the week of February 22-26th. Mid-terms will be accepted any date between the 22-26, so technically the closing date for submission is the February 26th.)

### Midterm (25%)

The midterm test 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:

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)

### **Assignment #1: Person-Centred Plan (15%)**

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?

### **Assignment #2: Film/Book Review/Analysis (25%)**

6-8 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. 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? (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 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 (10%)**

Participation will be assessed using a combination of participation in weekly discussions, as well as a short self-evaluation and instructor evaluation due at the end of term. 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. As there are 13 weeks, students must participate in a minimum of 10 discussions to earn the 5% of this grade. Therefore, if you miss a week, you still have the opportunity to earn full marks.

In the Week 13 class, students will be asked to submit the 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 to earn up to the remaining 5% of this grade. In the event that a student does not submit a self-evaluation in the Week 13 class, the grade will be based on the instructor's assessment alone.

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

### **Final Exam (25%)**

The final exam will take place during the last week of class (Week 13) 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 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

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>
1	Jan 11-15	Welcome -Course Introduction & Overview -Disability Extent & Language -What is true citizenship?	Readings on LEARN: Developmental Disabilities in Ontario (Ch. 1); Text: Conversations Ch. 1 – Carol Blessing)
2	Jan 18-22	Meanings, Causes and Stereotypes of Disability - Disability types / labels - Common stereotypical attitudes	Readings on LEARN: Developmental Disabilities in Ontario (Ch. 13);
3	Jan 25-29	Disability History & Human Rights - Focus on Canadian perspective - Freedom Tour (People First, Canada)	Texts: Disability-A Diversity Model Approach in Human Service Practice (Ch. 1);  Disability and Social Change (Ch. 2);  Reading on LEARN: Developmental Disabilities in Ontario (Ch. 2);
4	Feb 1-5	Disability Culture and Diversity - Intersectionality & Disability	Text: Disability and Social Change (Ch. 8)  Reading on LEARN: Disability – A Diversity Model Approach in Human Service Practice (Ch. 4)

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>
5	Feb 8-12	Disability Models, Approaches - Traditional & Current - Disability as a social construction	Texts: Disability and Social Change (Ch. 4); Conversations Ch. 10 – John O’Brien
	Feb 15	Family Day	
	Feb 16-19	Reading Week	
6	Feb 22-26	Midterm: In Class – 25%	All content from beginning of course in Week 1 – Readings, lectures, class discussions, films/videos
7	Mar 1-5	Building Relationships & Community Participation - Four Service Cultures	No readings (use time for Assignment #1)
8	Mar 8-12	Inclusion Workshop - Guest Lecturers - Integrating theory & practice	Assignment #1 Due (Person Centred Plan)
	Mar 15-16	Long Weekend - New	
9	Mar 17-19	Person-Centred/Directed Work	
10	Mar 22-26	Experiences and Perspectives of Families	Texts: Disability and Social Change (Ch. 7); Conversations (Ch. 7 – Jack Pearpoint)
11	Mar 29-Apr 1	Paradigms & Principles of Practice - Strategies for Change	Text: Disability and Social Change (Ch. 11)  Assignment #2 Due (Film/Book Review/Analysis)
	Apr 2	Good Friday	
12	Apr 5-9	Conclusion	Attendance/ Participation Self-Evaluation Due
13	Apr 12-14	Final Test: In Class – 25%	All course content since midterm – Readings, lectures, class discussions, films/videos, guest lecturers

### **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 course assessment component.

### **Attendance/Participation Policy**

Weekly attendance/participation will be taken into account and comprises 10% of overall grade. Attendance/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 2021**, the established examination period is **April 17-26**. 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 Examination Schedule](https://uwaterloo.ca/registrar/final-examinations) <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 \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](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 \(https://uwaterloo.ca/academic-integrity\)](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 \(https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71\)](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71). For typical penalties check [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](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 university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70), 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 [Policy 72, Student Appeals \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

**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](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 xt 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
- 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.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison's external anti-harassment and anti-discrimination officers, by email ([info@credenceandco.com](mailto:info@credenceandco.com)) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

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.