



## Syllabus

### **SCHOOL OF HEALTH AND SCIENCES** **HSVC 370: Providing Services for Clients with Disabilities**

5 Credits  
Effective: Spring 2015/2016

*Access to the Internet is required.  
All written assignments must be in Microsoft-Word-compatible formats.  
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## **FACULTY**

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

## **COURSE DESCRIPTION**

This course introduces students to human services practice with people with disabilities. This course will cover a brief review of disabilities and the disability rights movement and will provide an understanding of common issues that those with disabilities face. Students will learn how different perspectives and policies can impact those living with disabilities. The course will cover evidence-based practice in interventions and assessments for clients with disabilities.

## **COURSE RESOURCES**

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## **COURSE OUTCOMES**

In this course, learners:

- Design appropriate interventions to address the needs of persons with disabilities
- Analyze disability experience through the life cycle, emphasizing perspectives of people with disabilities and their support systems
- Describe different disability groups and the issues they face.
- Conduct a multidimensional comprehensive assessment relevant to persons with disabilities, their caregivers and support system
- Describe specific current disability policies and legislation including education, income support, anti-discrimination, housing, health care, and employment
- Identify and describe service settings and the roles performed by human services professionals as it relates to serving persons with disabilities
- Compare the strengths and weaknesses of different definitions and of major theoretical perspectives regarding disabilities

## **CORE CONCEPTS, KNOWLEDGE, AND SKILLS**

- Case management

- Definition of Disability
- Developmental theory in the context of disability
- Disability groupings and the issues they face
- Disability laws, social policy and civil rights
- Disability through the life cycle
- Models of assessment
- Roles of human services professionals in providing disability services
- The Independent Living Model
- The Strengths Approach

## OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Course Activities & Discussion	25%
Disability Topic Paper	20%
Disability Topic Presentation	20%
Disability Assessment & Intervention	35%
<b>TOTAL</b>	<b>100%</b>

## SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

### Course Activities & Discussion

Class participation through discussion activities is an integral part of this course. To provide a structure for balanced participation and allow the student to maximize the benefit of the discussion activities, students should follow these guidelines: 1) Post responses to discussion questions in the first three days of the school week (Monday through Wednesday in online classes; various days in mixed-mode classes). 2) Post at least three or more thoughtful and topic-relevant comments to responses made by classmates over at least three different days of the school week, ending on Sunday in online classes and various days in mixed-mode classes. 3) Respond to any questions that the instructor has regarding the original post by the end of the school week. Additionally, students are expected to attend and participate in all classroom sessions and course activities conducted during those sessions. Instructors will provide detailed grading criteria for in-class attendance and participation in classroom-based activities. The following is the grading criteria for online discussion board activities.

<i>Components</i>	<i>% of Grade</i>
Timeliness	15%
Quantity of Responses	15%
Quality of Responses	70%
<b>TOTAL</b>	<b>100%</b>

## Disability Topic Paper

Students will develop a 4-6 page paper on a disability topic of their choice. Students will select a disability/body system that interests them and an issue connected to that chosen system. Students will examine the social ecological impacts of this type of disability on the clients, their support systems, the professionals working with these clients, and society as a whole. Students will use concepts and materials covered in the course to analyze the topic. Students will also select three articles from the professional literature related to their topic and incorporate those findings into their analysis.

This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

<i>Components</i>	<i>% of Grade</i>
DAS-U-Organization and coherence	20%
Style and Mechanics	15%
DAS-U-Evidence and support	30%
DAS-U-Analysis and use of course concepts	35%
<b>TOTAL</b>	<b>100%</b>

## Disability Topic Presentation

Students will develop and present a 10-15 minute visual presentation (PowerPoint, Prezi, etc.) on a disability topic of their choice. They will develop the presentation in tandem with the Disability Topic Paper and will utilize feedback from the presentation to complete the paper. Students will select a disability/body system that interests them and an issue connected to that chosen system. Students will examine the social ecological impacts of this type of disability on the clients, their support systems, the professionals working with these clients, and society as a whole. Students will use concepts and materials covered in the course to analyze the topic. Students will also select three articles from the professional literature related to their topic and incorporate those findings into their analysis.

The assignment has the following components: 1) Visuals—5-10 PowerPoint slides. Half of the slides must be a photograph, graphic or other visual; more are encouraged. Public Speaking—Students will present their slides in class to the instructor and a small group of fellow students. Small groups will be assigned, and students will present their topic to the class via Blackboard's Collaborate system at a date and time scheduled by the instructor. Students will have about fifteen minutes to present their slides and lead a discussion, and a few minutes to hear feedback from the group related to the presentation. Students will submit their slides to the instructor via Blackboard following the presentation. This assignment aims to integrate key learning and insights from the course while providing practice in presentation skills. Being effective human services professionals includes the ability to communicate concisely, view oneself objectively, and respond to feedback.

<i>Components</i>	<i>% of Grade</i>
Oral Presentations	35%
Visual Design	25%
Apply course concepts	40%
<b>TOTAL</b>	<b>100%</b>

## Disability Assessment & Intervention

Students will complete a 7-9 page mock assessment and treatment plan for a client with disabilities based on the case example provided in the film "Temple Grandin". The film tells the story of Temple Grandin, an autistic woman who overcame the limitations imposed on her by her condition to become a Ph.D. and expert in the field of animal husbandry. It is available through the CityU library portal.

Students will follow the assessment framework found in Chapter 13, Figure 13.1 of the text [Mackelprang, RW (2015). *Disability: A Disability Model Approach in Human Services Practice*] to conduct the mock assessment and develop a treatment plan. Students will demonstrate their understanding of the social model of assessment based on the social-ecologic model of human development, with its origins in strengths-based practice. The student will identify the various layers of the social model of assessment, including biosocial, psychosocial and social structure domains, and also address spiritual aspects and identify any barriers the client faces to accessing services. Students will develop an intervention plan to address at least two goals. Students will identify resources/referrals in their own community that could meet the needs of the client. Identify the need each resource is intended to address. Provide the name of the agency, types of services provided, contact information (including website, if possible), and method of service delivery. Explain how the intervention addresses the client and family's cultural background. In their papers, students should combine their own thoughtful analysis with ideas and information found in the resources cited. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

<i>Components</i>	<i>% of Grade</i>
DAS-U-Organization and coherence	15%
Style and Mechanics	15%
DAS-U-Analysis and use of course concepts	20%
Assess client needs	25%
Develop an evidence-based treatment plan	25%
<b>TOTAL</b>	<b>100%</b>

## **COURSE POLICIES**

**Late Assignments-** Per Division of Arts and Sciences policy, undergraduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions.

A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 15 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 30 percent of the grade will be deducted.

Coursework received after one week (seven days) will not be graded and will receive a zero grade.

**Participation** - Undergraduate online and mixed-mode classes are required to use the Blackboard Discussion Board online. Participation through discussion to exchange knowledge, ideas, and thoughts is an integral, mandatory part of this course. Participation on the Discussion Board – the virtual classroom – enhances the student’s learning process and experience in this course, and lack of participation will result in a reduction in grade (see grading rubric).

Participation is active engagement in discussions in the form of sharing new ideas, examples and resources, as well as constructive disagreement and incorporation of course materials and concepts in comments. This requires frequent monitoring of the Discussion Board, timely responses, integration of course material and other sources, and ongoing conversations that extend, modify, and add to understanding, creating a vibrant learning community.

The following guidelines apply to all DAS undergraduate online and mixed-mode classes:

1. For fully online courses, students are expected to spend one hour per credit hour per week participating in online activities (for example, for a 5-credit course, the student would spend 5 hours per week on the Discussion Board). It is expected that students access their Blackboard course shell, including the Discussion Board, a minimum of 3 days per week.

For mixed-mode courses, students are expected to spend the allotted online hours participating in online activities (for example, for a 5-credit mixed-mode course where 3 hours are spent face-to-face in a classroom, students would spend 2 hours per week on the Discussion Board).

2. The instructor will provide 2 or more discussion board questions/assignments by early Monday each week (normally 2 or 3 per week for fully online classes, and one or more for mixed-mode classes). Students must post their initial comments to each discussion board question/assignment no later than midnight Wednesday.

3. For each discussion question/assignment, a minimum of 2 thoughtful and topic-relevant responses to classmates’ comments per discussion question are required no later than midnight Sunday. Explain why

you agree or disagree, ask questions, add to or modify ideas, and respectfully find strengths and weaknesses in classmates' ideas.

4. In order to encourage discussion, it is expected that students will participate throughout the week rather than waiting until Sunday to post all responses.

5. Each post should be at least one well-developed paragraph (no less than 10 sentences in length). "Good post" or similar responses are not considered contributions to class discussions and will not count toward posting requirements.

6. In addition to making at least 2 responses to classmates' comments per discussion question/assignment, students must respond to all questions posed by instructor to their initial discussion comments.

7. All posts must have correct grammar, spelling, punctuation, and APA style.

8. Students are expected to act professionally, avoiding personal attacks, questionable language, and off-topic comments.

### **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## **UNIVERSITY POLICIES**

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

### **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

### **Final Assignments Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **SUPPORT SERVICES**

### **Disability Services Accommodations Statement**

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements.

Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

**Smarthinking Tutoring** CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.