Enriching Undergraduate Education in Disability Studies Through Service-Learning Engagement

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CBLaws IHDD 4002/6002- REVISED 3.1.13 1

IHDD 4002S/6002S
Disability Issues in Adulthood
Spring 2013 Syllabus
Dawson 379
Tuesdays & Thursdays 5:00 –6:15pm
Pre/Co-requisite: IHDD 2001/6001
Credit hours: 3

Instructor: Carol Britton Laws, PhD, MSW
Office Hours: Wednesdays 10 am – noon; By appointment
E-mail: cblaws@uga.edu

"A different world cannot be built by indifferent people" – Horace Mann

Course Description:
A problem-based learning and psychosocial lifespan approach to understanding disability in adulthood is taken. Learning through service engaging with adults with disabilities is required. Students are presented with open-ended, real-life problems for analysis. Topics explored range from transition out of high school through adult life into old age.

This course includes a service-learning project during the semester that employs skills and knowledge learned in the course related to course objectives. Student engagement in the service-learning component will be up to 25% of overall instruction time.

Course Goal:
Upon completion of the course, you will have an understanding of how normative theories of development effect our perceptions of adulthood as well as an increased knowledge of how living with a disability may impact adults. You will acquire the values needed to interact in an age appropriate manner with adults with disabilities, and will gain the attitudes needed to be competent co-workers, supporters, and/or advocates for adults with disabilities and their families in a variety of settings.

Course Format:
This course features topical lectures, weekly student-led discussions, web-based activities, community engagement through service-learning, recorded reflection, and group presentations.

It is imperative the student check his/her e-mail account often.

One book, as a case study, **is required for this class:**
Simon, Rachel (2002). *Riding the Bus with My Sister: A True Life Journey.* **Plume.**
You may choose to buy it in paperback, audio, or Kindle format. Available on Amazon

Additional to weekly **read**[illegible] the instructor

IHDD 4002 Service-Learning Pilot

Athens Community COUNCIL ON AGING

"To facilitate class discussions, it is important to read before each class.
Attendance and active participation is essential to success in this course. Students will be expected to interact with the instructor and other students actively, consistently, and respectfully.

Service Learning:
Service Learning will take place with the Athens Community Council on Aging (ACCA).
All students will be required to complete a criminal history background check (fee: $20), and complete a client confidentiality training prior to service. Students are accountable to: Sarah McKinney, Director of Volunteer Services, smckinney@accaging.org, 706-549-4850.
ACCA is located at 135 Hoyt Street, Athens, GA. http://www.accaging.org/

A minimum of 20 hours of volunteer service to meet a community need is required. The service must enable you to engage with adults with disabilities and will be described.
Graded assignments are contingent upon participating in service learning. Failure to complete the minimum number of volunteer hours may result in a failing grade.

Hours will be recorded through http://www.volunteerconnect.uga.edu/

Grading:
A 91-100 B 81-90 C 71-80 D 65-70 F <65
Plus and minus grades will as assigned as appropriate.

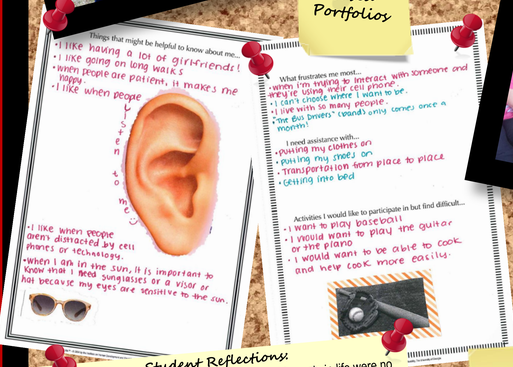
Course Learning Objectives:
1. Demonstrate understanding of, and effectively critique, theories of adult development.
2. Comprehend, and apply, the findings of current research and reports.
3. Explain the ways in which disability may affect autonomy, work, income, and family.
4. Identify social/environmental barriers to adult life for people with a disability.
5. Demonstrate knowledge of strengths-based approaches to understanding adults with disabilities.
6. Apply course material to understanding the lives of adults living with disabilities in our community through service-learning.
7. Interact with adults with disabilities in an age appropriate manner.
8. Challenge negative/ pitying attitudes toward adults with disabilities.
9. Integrate student knowledge into tools for empowering individuals, families, and/or organizations in our community.

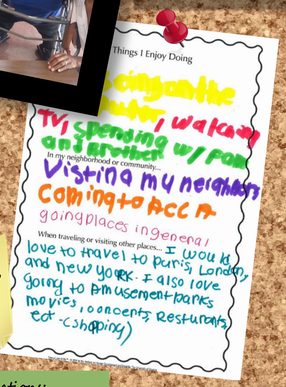
Student Reflections:

"Completing the portfolio, I realized that there are not many differences between adults and adults with disabilities. We both share common responsibilities and interests; however, it is disheartening when people with disabilities are deemed unable to accomplish these responsibilities. 'C' helped me realize how silenced people with disabilities are - especially him -since he is unable to verbally express himself. This fueled my interest and desire to advocate for people with disabilities as I matriculate to law school. Outside of decorating a scrapbook about 'C's preferences, needs, likes, and dislikes, I became more visually aware of the importance of one's quality of life. Seeing 'C' smile everyday that I volunteered made me realize how I had affected his life. More importantly, he has changed mine."
– B., English, 2014

Disability Issues in Adulthood

Strengths Based Portfolios





Reflections

Student Reflections:
"After doing the portfolio with "R", I realized that his goals in life were no different than most people's. He wants to get married, have a job, and enjoy himself with activities like baseball and spending time outside. One thing that stood out to me while doing the project was that it is not "R" that is holding himself back, but the lack of supports and services are holding him back. Since learning about people with disabilities, I have noticed that I am able to treat people with disabilities just as everyday people rather than people to be pitied, feared, or looked down upon. Spending time with "R" gave me the opportunity to put what I have learned into practice."
- B, Psychology, 2013

Student Reflections:
'B' wants to get married, live on her own, and have her own family. I aspire to have this same dream and I think that she deserves it just as much as I do."
- M., Journalism & Media, 2013

Community Partner Perspective

"We had a great time this semester partnering up with your students! I would have to say the entire thing was a resounding success. More than a couple of the students have formed lasting bonds with our clients, and some are going to continue volunteering with us on a regular basis, which I think is a real testament to the partnership's impact on both the clients and the students. I enjoyed working with and getting to know your students. It's also worth noting that your young people's energy is contagious- not just to the client they were partnered with but to the whole center in general. Many of our older clients enjoy having young people around.
I can tell you without hesitation that we would love to partner again. I would say that this semester has been beneficial to all involved."
-Thom Strickland, ACCA Activities Coordinator

Student Reflections
"I learned that just because 'R' has a disability doesn't mean he lets it get the best of him. From the outside looking in, I would expect 'R' to be miserable, depressed, and mad at the world if I only knew his story and had never met him. I couldn't imagine not knowing my birthday, my parents, or being able to make my own decisions. However, 'R' is so happy, so appreciative, and ready to joke around at all times. He doesn't let his disability or his situation get him down. I realized that no matter where you are in life, you are still going to have dreams and you are still going to dream big. I will never again judge someone's happiness by their story or their abilities or disabilities
- – C., Sociology, 2016

IHDD 5720S/ 7720S

PEOPLE FIRST Of Georgia, Inc.
"We Support One Another"
"I'm Making A Difference In Our Community"

IHDD 5720(S)/7720(S) - REVISED 8.15.13

IHDD 5720(S)/7720(S)
Advocacy for Social Change
Fall 2013 Syllabus
Dawson Hall 101
Tuesday & Thursday 3:30 – 4:45 pm
Credit hours: 3

Instructor: Carol Britton Laws, PhD, MSW
Office Hours: Wednesdays 10 am – noon; By appointment
E-mail: cblaws@uga.edu

"'It is not enough to be compassionate. You must act." Tenzin Gyatso, 14th Dalai Lama

Course Description:
The systemic oppression of people with disabilities and the historic and ongoing need for ac[illegible] and advocacy are explored. Effective methods of advocating for social change will be identi[illegible] and engaged through service-learning.

Note: This course includes a service-learning project during the semester that employs skil[illegible] knowledge learned in the course related to course objectives. Student engagement in the se[illegible] learning component will be up to 25% of overall instruction time. The service-learning component of this course is required in lieu of a midterm and a final exam. Failure to co[illegible] the service-learning hours & project will result in a failing grade.

Course Goal:
Upon completion of the course, you will have a deeper understanding of the politica[illegible] cultural oppression of people with disabilities and the importance of action in creating change. You will build your understanding of the history of advocacy by people with[illegible] and their families, what advocacy is, and how it is performed. You will acquire the v[illegible] to create and implement an advocacy plan and will gain an appreciation of the impor[illegible] empowerment and self-advocacy within the social service system.

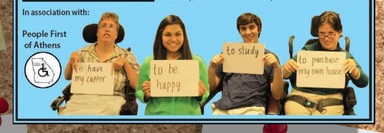
Course Format:
This course features topical lectures, discussion, team-based learning, community[illegible] recorded reflection, and the completion of a service-learning project. It is imperat[illegible] check his/her e-mail account often.

Two books are required for this class:
- **Charlton, James (2000). Nothing About Us Without Us: Disability Oppression and Empowerment. University of California Press.**
- **Irvin, Cass (2004). Home Bound: Growing Up with a Disability in America. Temple University Press.**

These books are available from Amaz[illegible]

Advocacy for Social Change

iChoose Self-Advocacy WORKSHOP *for people with disabilities*
iWhere? *IHDD at UGA (room 624 &6 River's Crossing Building 850 College Station Rd Athens, GA 30602*
iWhy? *to teach people with disabilities how to make their own choices and understand their rights*
iWhen? *Wednesday, Nov. 13th from 1-2: 1:30pm OR Saturday, Nov. 16th from 11:00-12:30pm*
In association with: People First of Athens



Remember, YOU CHOOSE!

SELF-ADVOCACY HEROES

REMEMBER, YOU CHOOSE!

Reflections

Student Reflections
"I think we taught them that a big part of self-advocacy is self. What do you want? What you do need? What do you like to do? What parts of your life are not satisfactory? Just taking the time to sit and discuss their lives was beneficial to the members, their caseworkers, and me.

While I knew that people with disabilities are just like me, it was nice to see it. I was able to relate to all of the members of People First. There wasn't one time that someone mentioned something important to him or her that I did not feel was important to me as well. It just shows how similar we are and how crazy it is that they have to fight for all of these important things in their lives. While I am expected to go to college and get a job, they may have to fight for the right to do those things. During class we talk about how important advocacy is for ourselves and for others and I think that having the service portion of this class is very beneficial. You can talk about doing things all day but until you actually go out and do it you will never know how important it actually may be to someone."
- L. Human Development & Family Science, 2015

Student Reflections
"I choose self-advocacy. But what really is self-advocacy? Before taking this course, I had heard the word advocacy but had never put it into action or even learned its meaning. Breaking down the word, self-advocacy, for the workshop my group and I would have to present was the best lesson I have learned this semester. It's about the support that people with disabilities need. It's about the accommodations they should be able to openly speak up about. It's about the choices they should have in their day-to-day activities. It's about much more than I first understood it to be."
-C. Exercise & Sports Science, 2015

Student Reflections
"What surprised me the most though was that the person I was helping didn't have an idea of what her goals were in life, both short term and long term. Perhaps it is because she is not asked "what do you want to do? What are your goals?" often. She kept on reverting back to "well, (person) wants me to..." and not really implying she had a voice in how her life played out.
I didn't realize it was going to be so hard to figure out what people wanted in life, even simple things like where they want to spend their weekends. I realize that I take that freedom for granted and don't realize that some people aren't extended that same freedom. I learned that at times people with disabilities have been conditioned to not take a stand in their own lives and to be passive. The job of advocacy organizations I think is to first get people to learn how to use their voice and realize that they do have a say in their day to day activities. But we need to consider that much of the things we go over are easier said than done. That the infrastructure of advocacy and rights organizations, and health and political organizations at that, need to change in order to make communication, education, and upward mobility for people with disabilities possible."
- C. Political Science, 2015

Community Partner Perspective

I want to thank-you and your students for your support and workshops. I believe they were successful.
- Kim Keeney, President, People First of Athens

Student Reflections
"In moving toward the future, the experience of conducting the workshop on self-advocacy has provided an important prospective in how to demonstrate and teach people to be effective self-advocates. As it is my goal to help people with disabilities achieve academic success in higher education, self-advocacy has particularly meaningful place in my approach to working with students. The information I learned about self-advocacy is important to me as I will utilize it in my own life and teach self-advocacy to others in order to increase their self-determination and improve the quality of life for individuals with disabilities."
-J. HDFS, 2015

Disability Issues in Childhood & Adolescence

New Service – Learning Course!

★ 2015

Institute on Human Development and Disability
FACS THE UNIVERSITY OF GEORGIA COLLEGE OF FAMILY AND CONSUMER SCIENCES

IHDD 4005S/6005S Disability Issues in Childhood & Adolescence – CBLaws

Course Description: A problem-based learning and psychosocial lifespan approach to understanding disability from birth through adolescence is taken. Learning through service engaging with youth with disabilities and their families is required. Students are presented with open-ended, real-life problems for analysis. Topics explored range from prenatal diagnosis through childhood and adolescence.

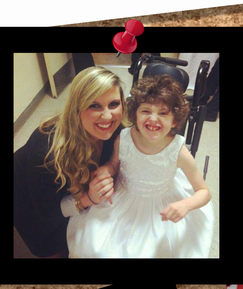
This course includes a service-learning project during the semester that employs skills and knowledge learned in the course related to course objectives. Student engagement in the service-learning component will be up to 25% of overall instruction time.

Course Goal:
Upon completion of the course, you will have an understanding of how normative theories of development effect our perceptions of child development as well as an increased knowledge of how the presence of a disability may impact youth and families. You will acquire the attitude and skills needed to interact with children with disabilities, and will gain the values needed to be competent supporters, and/or advocates for youth with disabilities and their families in a variety of settings.

Learning Objectives:
- Demonstrate understanding of grand theories of child development and assess the effect of these theories on social and parental expectations
- Comprehend, and apply, the findings of current research and reports
- Explain the ways in which functional difference may affect bio/psycho/social development
- Gain an understanding of the various ways parents, grandparents, and siblings respond to having a child with a disability in the family
- Identify and propose solutions for social/environmental barriers to the full inclusion of youth with disabilities
- Demonstrate knowledge of strengths-based approaches to supporting youth with disabilities.
- Apply course material to the lives of children and adolescents living with disabilities in our community through service-learning
- Interact with youth with disabilities and their families appropriately
- Challenge negative/ pitying/ tragic/heroic attitudes toward youth with disabilities
- Increase interest in working with youth with disabilities/families in your career.
- Integrate student knowledge into tools for empowering individuals, families, and /or organizations in our community

Topics:
- Prenatal Diagnosis/Medical Ethics
- Birth through the first year
- Parental Support systems (formal and informal)
- Early Intervention
- K-12 Education/Full inclusion Issues
- Positive Behavior Supports
- Siblings
- Identity Development (visible vs. invisible disability)
- Bullying
- Rites of Passage
- Valued Social Roles / Dignity of Risk
- Friendship
- Dating

Potential Community Partners



Easter Seals DISABILITY SERVICES

esp EXTRA SPECIAL PEOPLE

Disability Studies Certificate Info

Institute on Human Development and Disability
FACS THE UNIVERSITY OF GEORGIA COLLEGE OF FAMILY AND CONSUMER SCIENCES

The Institute on Human Development and Disability's
Interdisciplinary Disability Studies Certificate Program

Disability Studies at the University of Georgia

Similar to African-American Studies and Women's Studies, the Disability Studies Program is grounded in the civil rights movement. It is based on the idea that as members of the largest minority group in the US, and one which has historically been marginalized and oppressed, people with disabilities share a history, a culture, and desire for social, political, and economic self-determination. Disability is viewed as a natural part of human existence and is therefore a representation of the diversity which exists amongst human beings.

As a field of study, Disability Studies is interdisciplinary and multidisciplinary. Potential students include those from the educational, medical, and social sciences, but also include students from virtually every discipline including history, the arts, and humanities.

The Certificate is available to both undergraduate and graduate students from any school/college at UGA.

Educational Objectives
Students will:
- develop an awareness of the social construction of disability, the history of disability, and demographics;
- understand current best practice across disciplines related to people with disabilities, including language, policy, and practice;
- have the opportunity to learn from and with students and other individuals with disabilities, as peers, teachers, and mentors;
- learn effective ways to advocate for needed changes in attitudes, policy, and practice;
- apply knowledge through opportunities for service learning;
- develop positive attitudes toward and comfort in interacting with individuals with all types of abilities and methods of communication;
- be prepared to serve children and adults from diverse cultures and with diverse abilities;
- broaden their professional opportunities to include disability related fields;
- take the knowledge and skills gained into broader, non-disability related fields, such as law, journalism, business, and environmental design; and
- use the knowledge and skills to affect social change at the local, state, and national levels.

Certificate Requirements
Undergraduate Students: 15 credit hours
Required:
- IHDD 2001 – Introduction to Disabilities (Pre or co-requisite)
- IHDD 4050 – Critical Issues in Disability Studies

Electives (additional courses in development):
- IHDD 3010 – Directed Study
- IHDD 4002(S) – Disability Issues in Adulthood
- IHDD 5720(S) – Advocacy Practices for Social Change
- Courses with disability content offered outside IHDD may be counted.

Graduate Students: 18 credit hours
Required:
- IHDD 6001 – Introduction to Disabilities (Pre or co-requisite)
- IHDD 6050 – Critical Issues in Disability Studies

Electives (additional courses in development):
- IHDD 7010 – Directed Study
- IHDD 6002(S) – Disability Issues in Adulthood
- IHDD 7720(S) – Advocacy Practices for Social Change
- Courses with disability content offered outside IHDD may be counted.

To apply and for more information, please visit: http://www.ihdd.uga.edu
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The Institute on Human Development and Disability is a National University Center for Excellence in Developmental Disability Research, Education, and Service (UCEDD)

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