#### COUN 96 Course Outline as of Fall 2021

## **CATALOG INFORMATION**

Dept and Nbr: COUN 96 Title: DISABILITY AND SOCIETY Full Title: Disability and Society Last Reviewed: 2/24/2014

Units		Course Hours per Week		Nbr of Weeks	<b>Course Hours Total</b>	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category:	AA Degree Applicable
Grading:	Grade Only
Repeatability:	00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:	
Formerly:	

#### **Catalog Description:**

An introduction to the history, theory, defining problems, and causes of disability. Includes disability culture, a review of the major physical, cognitive, and psychiatric disabilities as well as co-occurring conditions such as substance abuse and psychiatric disorders. Explores characteristics of a disability service worker. Examines national, regional, and local agencies for various disabilities.

### **Prerequisites/Corequisites:**

#### **Recommended Preparation:**

Eligibility for ENGL 100 or ESL 100

#### **Limits on Enrollment:**

#### **Schedule of Classes Information:**

Description: Students will become aware of disability in terms of its history, legal challenges, defining problems and causes. Students will review major physical, cognitive and psychiatirc disabilities as well as co-occurring disorders. The various roles and duties of a disability services worker will be explored as well as local, regional and national agencies for various disabilities.

(Grade Only) Prerequisites/Corequisites: Recommended: Eligibility for ENGL 100 or ESL 100 Limits on Enrollment: Transfer Credit: Repeatability: Two Repeats if Grade was D, F, NC, or NP

# **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

AS Degree: CSU GE:	Area Transfer Area	Effective: Effective:	Inactive: Inactive:
<b>IGETC:</b>	Transfer Area	Effective:	Inactive:
CSU Transfer	: Effective:	Inactive:	
UC Transfer:	Effective:	Inactive:	

## CID:

Certificate/Major Applicable:

Both Certificate and Major Applicable

# **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

- 1. Describe how persons with disabilities relate to the culture of disability and the history of disability.
- 2. Describe the separate operations of mental health and addiction agencies and how this separation affects persons with both psychiatric and substance abuse disorders.
- 3. Explain how alcohol/drug use can mimic or mask psychiatric problems and the importance of differential diagnosis.
- 4. Demonstrate strategies useful in identifying individuals with co-occurring diagnoses.

5. Analyze, discuss and demonstrate the variety of roles and skills needed by a disability services worker.

## **Objectives:**

- 1. Discuss the historical development of disability issues in the United States.
- 2. Evaluate current social issues and laws that impact individuals with disabilities.
- 3. Outline the components of disability culture.
- 4. Demonstrate an awareness of diverse populations of persons with disabilities in Sonoma County and the United States.
- 5. Describe the terminology and treatment modalities for co-occurring disabilities.
- 6. Identify key issues and concerns in co-occurring diagnoses for the disability services worker.
- 7. Describe relationships between substance abuse and mental health symptoms and disorders.

- 8. Analyze, discuss and demonstrate the variety of roles and skills needed by a disability services worker.
- 9. Analyze the functions and goals of local, state and national service agencies for specific disabilities.
- 10. Identify professional values and goals of employees in local disability service agencies.
- 11. Enumerate the legal, political and economic impacts of disability issues in the United States.

# **Topics and Scope:**

- I. Introduction to the field of disability studies
- II. Historical perspectives of disability
  - A. The effects of stereotypes and prejudices
  - B. Major laws related to disabled individuals
    - 1. National Defense Act of 1916
    - 2. National Rehabilitation Act of 1920
    - 3. Social Security Act of 1935
- 4. Social Security Disability Insurance, Supplemental Security Income the Rehabilitation Act of 1973
  - 5. All Handicapped Children Act of 1975
  - 6. Americans with Disability Act of 1990
- III. Disability culture and vocabulary
- IV. Descriptions of major disability groupings
  - A. Effective intake and interviewing skills of the disability service worker
  - B. Co-occurring diagnoses, the process of assessment
    - 1. Follow-up by disability services worker
- V. Legal, political and economic issues, past and present
- VI. Disability services: ongoing assessment
- VII. Community resources
  - A. Formal and informal
- B. National, regional, state and local agencies
- VIII. Careers within the Disability Services Field
  - A. Values of the disability services worker
    - B. Goals of the disability services worker

## Assignment:

Required reading assignments:

Textbook: Thirty pages per week

Three outside reading assignments from reading list

Required writing assignments:

Five page paper on a disability topic with oral report to class

Three short papers on class visits/interviews with disabled individuals, 1-2 pages

Three page paper evaluating a service provider in Sonoma County

Required class field trip to Assistive Technology Expo or instructor-provided material on agencies. If no Expo, then instructor materials given on agencies for disabled.

Role play intake and interview

Extra credit films

## Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written chapter homework, written summaries of field trips, interviews, term paper

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Homework problems, Field trips

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Role play intake and interview

**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, essay

**Other:** Includes any assessment tools that do not logically fit into the above categories.

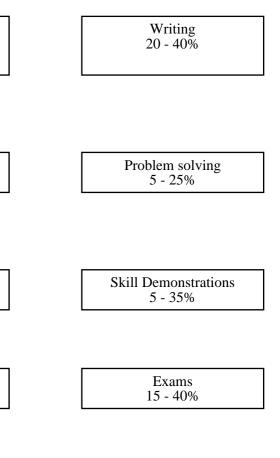
Attendance, participation, extra credit films, field trip

#### **Representative Textbooks and Materials:**

Disability: A Diversity Model Approach in Human Service Practice (2nd). Mackelprang, Romel W. and Salsgiver, Richard O. Brooks/Cole Publishing Co.: 2009

Substance Abuse Treatment for Persons with Co-Occurring Disorders (A Treatment Improvement Protocol TIP 42). Sacks, Stanley. US Department of Health & Human Services: 2005 (Classic)

Diagnostic and Statistical Manual of Mental Disorders (5th). American Psychiatric Association. American Psychiatric Publishing: 2013.



Other Category

5 - 25%