

**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		Course Hours Total	
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 psychiatric 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:**

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

Writing  
20 - 40%

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

Homework problems, Field trips

Problem solving  
5 - 25%

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

Role play intake and interview

Skill Demonstrations  
5 - 35%

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

Multiple choice, True/false, Matching items, essay

Exams  
15 - 40%

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

Attendance, participation, extra credit films, field trip

Other Category  
5 - 25%

## 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.