

Prefix and Course Number: SWK 3250

METROPOLITAN STATE COLLEGE OF DENVER  
Office of Academic Affairs

**REGULAR COURSE SYLLABUS**

School of : Letters, Arts and Sciences

Department: Social Work

CIP Code: 44.0701

Semester(s) Offered: Spring

Prefix & Course Number: SWK3250 Crosslisted With\*: None

Course Title: Social Work and Developmental Disabilities

Check All That Apply: Required for Major: \_\_\_ Required for Minor: \_\_\_ Specified Elective: \_\_\_ Required

for Concentration: X Elective: X Service Course: \_\_\_

Credit Hours: 3 (3+0)

Contact Hours: Lecture 45 Lab \_\_\_\_\_ Internship \_\_\_\_\_ Practicum \_\_\_\_\_

Schedule Type(s): L & J Grading Mode(s): L

Repeat\* (Variable topics): \_\_\_\_\_

\*(Pertinent only if the course can be repeated; enter maximum number of hours that can be earned by taking this course.)

Restrictions (Variable Topics Course): \_\_\_\_\_

Prerequisite(s): none

Corequisite(s): None

Prerequisite(s) or Corequisite(s): \_\_\_

Banner Enforced:

Prerequisite(s): \_\_\_

Corequisite(s): \_\_\_

Prerequisite(s) or Corequisite(s): \_\_\_

Catalog Course Description:

This course takes a life-span approach to issues related to children and adults with developmental disabilities, and their families. Students will learn the history of social treatment of people with developmental disabilities, current

APPROVED:

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Department Chair/Institute Director

Date

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Dean

Date

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Associate VP, Academic Affairs

Date

\*If crosslisted, attach completed Course Crosslisting Agreement Form

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trends, philosophies and service delivery models. Students will also learn laws, regulations and eligibility issues related to services in Colorado, and to recognize their own biases and stereotypes about population. The roles of beginning and generalist social workers in supporting people with developmental disabilities in the community will be presented.

**Required Reading and Other Materials will be equivalent to (Title, Author, Publisher, Copyright Date):**  
Ordinary Families Special Children. , Seligman, M., Darling R.B., Guilford Press, (1999 or current edition).

**Specific (Measurable) Student Behavioral Learning Objectives:**

Upon completion of this course the student should be able to:

1. Recognize biased personal attitudes and values regarding people with disabilities.
2. Apply the values and ethics of the social work profession when working with persons with developmental disabilities and their families.
3. Apply the concept of diversity to the culture of disability and the diversity within this group.
4. Illustrate the impact of societal attitudes and values toward disability on service and support systems and on this population-at-risk.
5. Apply the criteria to receive services in the State of Colorado, developmental disabilities services, early intervention, special education in public schools, vocational rehabilitation and other related areas.
6. Interpret and illustrate the limiting effect of categories and labels on people with developmental disabilities as they tell very little about the individual or what he or she can do.
7. Apply the generalist social worker's role in supporting persons with disabilities in becoming a part of their community.

**Detailed Outline of Course Content (Major Topics and Subtopics) or Outline of Field Experience/Internship (experience, responsibilities and supervision):**

I. History of Developmental Disabilities

- A. Institutionalization
- B. The Culture of Disability
- C. Civil Rights
- D. Community Integration
- E. Labels

II. Overview of Laws

- A. Developmental Disabilities Act
- B. Rehabilitation Act
- C. Individual with Disabilities Education Act
- D. Americans with Disabilities Act

III. Overview of Services Systems

- A. Early Intervention
- B. Public Schools
- C. Mental Health
- D. Community Centered Board System

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IV. Generalist Social Worker Roles & Objectives

- A. Service Coordinator
- B. Case Manager
- C. Family Advocate
- D. Parent Educators
- E. Service Broker

V. Family/Person Centered Philosophy

- A. Partnerships with Families
- B. Person Centered Planning

VI. Characteristics of Common Developmental Disabilities

- A. Developmental Disabilities Definitions-Federal & State
- B. Down Syndrome
- C. Cerebral Palsy
- D. Spina Bifida
- E. Autism
- F. Hearing Impairment
- G. Visual Impairment
- H. Other

VII. Friends and Community Connections

- A. Isolation-Depression
- B. Using Friendship/ Community Connections Building Tools, Circle of Friends, Friends of Clubs, Ecomaps

VIII. Early Childhood System

- A. Values & Philosophy
- B. IDEA Part C Law & Requirements
  - 1. Service Coordination
  - 2. Individualized in Colorado
- C. Implementation in Colorado
  - 1. State Interagency Coordinating Council
  - 2. Local Interagency Coordinating Councils and Agencies

IX. School Age Issues

- A. IDEA Part B Law & Requirements
- B. Section 504 Plans
- C. Health Action Plans
- D. Inclusion and Friendships

X. Transition to Adulthood Issues

- A. IDEA Requirements
- B. Transition Planning-Interagency

XI. Parents with Development Disabilities

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- A. Values and Philosophy
- B. Support Systems-What Is and Isn't Available

XII. Residential/Housing Issues

- A. Community versus Institutions
- B. Community Centered Board System in Colorado
- C. Roles as a Case Manager

XIII. Vocational/Support Employment

- A. Community Versus Segregated Workshops
- B. Vocational Rehabilitation System

XIV. Self-Advocacy

- A. Power Issues
- B. Social Worker as Advocate

XV. Aging and Disability

- A. Lack of Appropriate Service System

**Evaluation of Student Performance:** Term Paper, Midterm Examination, Final Examination, and Participation in Discussions and Activities.