

Revised by: V Jacobi  
Reviewed by: C Duron  
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Disability Services (DS) 1501 Introduction to Disabilities (3) CSU  
[formerly Direct Support Education 1 and 1501; Social Science 1]

Advisory: Eligibility for English 1500 strongly recommended

Hours and Unit Calculations:

48 hours lecture. 96 Outside-of-class Hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: This introductory course provides a historical background of disabilities in the United States. The course also covers models of disabilities, language, the basic concepts of services for persons with disabilities, effective communication, and vocabulary important to the field of disabilities. The course will also detail ethics, rights, social issues, confidentiality, and mandated privacy. It explore the employment opportunities to work with individuals with disabilities.

Type of Class/Course: Degree Credit

Text:

Nielson, Kim. *A Disability History of the United States*, Beason, 2012.

Course Objectives:

By the end of the course, a successful student will be able to:

1. examine the history and causes of disabilities,
2. examine and synthesize contemporary best practices,
3. synthesize components of best practices,
4. classify various disabilities and professional terminology,
5. compare services for people with disabilities,
6. analyze the role of the paraprofessional working with people with disabilities,
7. examine the legal aspects of confidentiality and ethical issues, and
8. demonstrate an awareness of diverse populations of persons with disabilities and the aspects of the disability.

Course Scope and Content:

Unit I Historical view of disabilities in the United States

- A. Introduction to the field of disability studies
- B. Historical perspectives and origins of the disability labels
- C. Marginalization of people with disabilities

- Unit II            Models of Disabilities
- A. Explore Medical and social models
  - B. The effect of historical events on the development of these models, regulations, and laws
  - C. The importance of language, “people-first” language versus “identity first”
  - D. Differences and similarities between best practices
- Unit III            Available Services
- A. The role of the paraprofessional
  - B. Advocacy organizations and their functions
  - C. Employment Opportunities for Paraprofessionals
- Unit IV            Legal Aspects of Confidentiality and Ethical Issues
- A. Difference between confidentiality and privacy
  - B. Written and verbal consents
  - C. Guidelines regarding disclosing of information
  - D. The purpose of a code of ethics
- Unit V            Description of Major Disability Groupings
- A. Physical
  - B. Sensory
  - C. Developmental and Cognitive
  - D. Learning
- Unit VI            Removing barriers
- A. Physical Barriers
  - B. Social Barriers

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Review online tutorials and video clips
2. Complete writing and reading assignments
3. Participate in individual and group assignments

Methods of Instruction:

1. Lectures
2. Group discussions
3. Classroom exercises
4. Individual and/or group projects

Methods of Evaluation:

1. Instructor evaluations



2. Tests/Quizzes
3. Research paper
4. Discussions

Supplemental Data:

TOP Code:	210450: Disability Services
SAM Priority Code:	D: Possibly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Disciplines:	Rehabilitation Technician