**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**SOC 125 – The Disabled and the Social Services**

**Course Outline**

**Course Number & Name:**  SOC 125 The Disabled and the Social Services

**Credit Hours:**  3.0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grade of “C" or better in SOC 101

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course is an introduction to the field of disability. It includes discussion of types and characteristics of disability, the economic, psychological, and social effects on the disabled, and the function, value, and role of health and social agencies involved with the disabled.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. discuss the historical treatment of the disabled;

2. describe the meaning of disability;

3. identify and explain a range of various types of disabilities;

4. describe the social, psychological, and economic impact of disability on a person’s life;

5. identify and describe social services and health care available to the disabled;

6. examine policy and legislation for the disabled;

7. discuss current services for the disabled; and

8. describe the role of social service providers in working with the disabled and their families.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Discuss the historical treatment of the disabled:

1.1 *describe society’s early attitudes and reactions towards the disabled*;

 1.2 *discuss early views of the disabled as being demon-possessed*; and

 1.3 *discuss treatment of the disabled and rehabilitative practices*

**Measurable Course Performance Objectives (MPOs)** (continued):

2. Describe the meaning of disability:

2.1 *define the meaning of disability*;and

2.2 *distinguish between impairment, disability, and handicap*

3. Identify and explain a range of various types of disabilities:

 3.1 *define and discuss mobility disabilities*; and

 3.2 *define and discuss developmental disabilities*

4. Describe the social, psychological, and economic impact of disability on a person’s life:

 4.1 *explain personal issues of the disabled;*

4.2 *explain family issues in caring for the disabled;*

4.3 *discuss economic hardships on the disabled;* and

 4.4 *discuss relationship issues for the disabled in society*

5. Identify and describe social services and health care available to the disabled:

 5.1 *list and describe various social service organizations that serve the disabled*;

5.2 *explain the eligibility requirements for the social services and health care programs available to the disabled*; and

 5.3 *describe the new technological advances existing for impaired persons*

6. Examine policy and legislation for the disabled:

 6.1 *identify and explain “rights for the disabled” in society*; and

6.2 *identify legislation pertaining to program development for the disabled*

7. Discuss current services for the disabled:

 7.1 *discuss rehabilitation centers service for the disabled*;

7.2 *explain educational programs for the disabled;*

7.3 *explain day care centers service for the disabled*;

7.4 *discuss home care services for the disabled;* and

7.5 *explain federal and state assistance programs for the disabled*

8. Describe the role of social service providers in working with the disabled and their families:

 8.1 *describe the role of the social worker or social service provider*; and

8.2 *distinguish between the different roles the social worker or the social service provider must assume including counselor, broker, advocate, case manager, and liaison between family and agencies*

**Methods of Instruction**: Instruction will consist of lectures, videos/CDs, guest lecturers, group projects, field trips, class discussions, and oral presentations.

**Outcomes Assessment:** Exam questions are blueprinted to course objectives. Checklist rubrics are used to evaluate theme papers for the presence of course objectives. Data collected will be analyzed to provide direction for the improvement of instruction, viability of class assignments, relevancy of assigned literature, and evaluation of instructional time spent on specific topics.

**Course Requirements:** All students are required to:

1. Maintain regular attendance.

2. Complete assigned homework and theme papers on time.

3. Take part in class discussions.

4. Take all exams as scheduled.

5. Read the textbook sections and handouts as assigned.

**Methods of Evaluation:** Final course grades will be computed as follows:

  **% of**

**Grading Components final course grade**

* **Attendance and class participation** **15%**

Attendance points will be computed based on the ratio of the number of days attending the course during a regular semester (i.e., 28 contact days). A similar procedure will be used to determine participation points.

* **Theme Paper**   **25%**

Theme papers are 3 – 5 pages typed in which students may write on diversity, a movie, an article in a scholarly journal or another article related to course material.

* **Examinations** **60%**

The number of examinations and dates will be specified by the instructor. Exams will provide evidence of the extent to which students have mastered and synthesize course material and have met course objectives.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** the textbook selection is left to the discretion of the instructor.

**Units Topics**

1Historical Treatment of the Disabled and Rehabilitative Services

2 Various Types of Disabilities and Current Rehabilitative Treatments

3 Social, Economic, and Psychological Problems of the Disabled

4 Legislative Policies, Laws, and Programs for the Disabled

5 Health Services Available to the Disabled

6 Current Social Services Available to the Disabled and their Families

7 Educational Services for the Disabled

### Note: In SOC 125, the instructor must cover the 7 units listed above minimally in any reasonable order throughout the duration of the semester/term. Also, the instructor may include additional areas based on his/her expertise and/or interest.