

Course: **DISB 482/682: Disability in the Community**

Semester: Fall, 2015

Course Format

And Credit Hours: Instructor-approved community-based experiences during which the student will interact with persons with disabilities. 2 credit hours (30 contact hours). This course has been granted an “S” for service designation.

Schedule: Students will meet with the instructor 1 time in the first two weeks of the semester for orientation, 3 times to review journal entries (individually arranged), 1 time to review Power Point (individually arranged), and finally 1 time to make the presentation before the class.

Location: Variable

Instructor: Diane Williams, MSW, LCSW

Office hours: By appointment

Office Location: By arrangement

Office phone: 304-293-4692

E-mail: awilliams@hsc.wvu.edu

Course Objective: The objective of this course is to provide service learning opportunities for students to gain firsthand experiences interacting with individuals who have a variety of disabilities. These may include, but are not limited to, clients of day habilitation programs, clients of therapeutic horseback riding programs, clients of assistance dogs programs, students in special education classes, participants in special camps or Special Olympics, or residents of nursing homes, etc.

Expected
Learning
Outcomes:

Upon successful completion of this course:

1. Students will synthesize information about disabilities and apply their knowledge to real life situations.
2. Students will be able to apply critical thinking and problem solving skills to the issues and concerns of persons with disabilities as they interact on a day-to-day basis.
3. Students will demonstrate competence in their interactions involving people with disabilities (e.g., consistently using “people-first” language and speaking directly to the individual).
4. Students will be able to demonstrate, both in writing and in an oral presentation, ways in which they have and may continue to apply their academic discipline to improving the quality of life for persons with disabilities.

S Designator: This course has received the “S” Designation for service. This information can and should be included in your resume.

Required Text:

No texts are required for this course. A student, however, may be responsible for reading policy manuals provided by individual agencies or programs serving persons with disabilities or articles about the benefits for people with disabilities (e.g., benefits of therapeutic recreation).

- Assignments: (1) Documentation of 30 contact hours within a program that provides interaction with persons with disabilities as approved by the instructor.
- (2) Reflection entries in a journal which may contain pictures **with written permission from the participant with a disability.**
 - (3) An oral presentation.

Description of
Assignments/Requirements:

- (1) Students will volunteer 30 contact hours with one or more agencies or supervision of agency or program personnel. Contact hours may be acquired in more than one setting, but each placement must be documented by a letter(s) written on letterhead and signed by a supervisor(s) acknowledging the number of contact hours spent in each placement and the satisfactory performance of the student in the placement(s). No less than 30 satisfactorily documented contact hours will satisfy this requirement. A copy of any/all letter(s) will be placed in the student’s file and the student will retain the original(s) for his/her portfolio.

Below is contact information for possible volunteer placements that have been successful for students in the past. You may want to choose a placement that gives you an opportunity to develop skills for your major. If you have an idea for another placement that is not on the list, please contact the instructor to discuss it.

Stepping Stones (at Mylan Park) 304-983-7837: contact person is Kim Walls, Recreation Coordinator.

Pace Training and Evaluation Center (PACE) also at Mylan Park: 304-599-0513.

On Eagles' Wings (therapeutic horseback riding center located near Fairmont) 304-288-9748; contact person is Dr. Carol Petitto:
website: www.oneagleswingswv.org and e-mail
address: opekiska@mac.com

Northern West Virginia Center for Independent Living
(on E. Brockway) 304-296-6091: contact person is Mrs. Jan Derry.

WVU Nursery School (at Krepps Park) 304-293-2110: contact person is Dr. Barbara Warash **Note: This is **only** a viable placement if they currently have a child with a **disability**.

Hand & Upper Extremity Rehabilitation Center (in Sellaro Plaza on University Ave., near Hibachi) 304-241-4020: contact person is Ms. Carol Kisner-McGraw
Website: <http://www.handandupperrehab.com>

Child Development Center at Ruby Memorial Hospital: All volunteers must go through the Volunteer Services Department. You will need to apply to the program online at www.wvuhealthcare.com. Click on "careers" at the top of the page and then you will see a list on the left of your screen that includes a link for volunteering. There is a deadline for submitting an application. Please read the entire website before submitting your application. When they receive it you will be contacted for an interview.

Health South Mountainview (located on Patteson Drive), 304-598-1100 and ask to speak to the person in the department for which you have an interest: Speech Pathology, Occupational Therapy, Physical Therapy, Social Work, Psychology, and Dietary.

Mountaineer Middle School/Special Education Classroom - contact person: Mrs. Hines

Website: <http://boe.mono.k12.wv.us/mms/>

Senior Monongalians (senior citizens) – contact person: Vicky Lewis
e-mail address: vlong@seniormons.org or call 304-296-9812
Physical location: “old” Mountaineer Mall on Greenbag Rd.

The Madison (senior citizens) – contact person: Sherry Newcome
e-mail address: Sherry.Newcome@Genesisihcc.com
Phone: 304-285-0692

Sundale (nursing home); 800 J.D. Anderson Drive – contact person:
Donna Tennant, Activities Director, Phone: 304-599-0497

Pleasant Day School (day care; pre-elementary and after school
elementary) – contact person: Kate
Phone: 304-292-8078

Special Olympics – contact person: County Director, John Stemple at
304-594-6055 or stemple913@comcast.net; Also, contact Mr.
Stemple for Special Olympics Cheerleading (Spring only). *Note if
that doesn't work contact Dr. Ann Richards (she at least can refer you
to the correct contact) e-mail address: Ann.Richards@mail.wvu.edu

Literacy Volunteers of Monongalia & Preston Counties; contact
persons: Erin Clemens at director@lvmpc.org; Ila Foley or Kay Gray
at vista@lvmpc.org to be a tutor. Morgantown Boys & Girls Club,
918 Fortney Street (across from the Brickyard Pub) *Will need to take
a short video training. Office hours: 8:00-2:30.
mountaineerbgclub@gmail.com; Website: <http://www.mbgclub.org>
Phone: 304-292-7510

Russell Nesbitt Services, 431 Fulton Street, Wheeling, WV Contact:
HR Director Ms. Tru Jorris at 304-232-0233. View this option:
www.rns-watch.org

Miracle League of the Ohio Valley (baseball), Wheeling, WV Contact:
Mrs. Lorraine McCardle at (304) 242-3769 or (304) 281-3054
(Summer ball starts in June. Fall ball starts in September. Games are
on Saturday and Sunday.)

Valley Elementary School, P.O. Box 700, Arthurdale, WV
Phone: 304-864-3835: Mr. Mark Graham, principal.

Adaptive P.E. (also known as “the Friday Program”) is located in the Shell Building on the Evansdale Campus near the Coliseum. This is available during the Spring semester only. You do not have to be a P.E. major to volunteer. Contact: Dr. Andrea Taliaferro (304) 293-0852

Morgantown Early Learning Facility (ELF), 302 Scott Avenue, Morgantown, WV 26508 (304) 291-5845. For Site 1, Call Ms. Linnea Brooks. Call Site 2 Supervisor at (304)241-4632.

- (2) Students will record critical reflections on their volunteer experiences in a journal and compile them in a scrapbook or a portfolio type format. After recording each 10 hrs. of volunteer contact, the student is required to meet with the instructor for feedback for a total of 3 face-to-face meetings. Failure to do so will result in a failed performance in this assignment.
- (3) Students will make an oral presentation before the course instructor and the members of the undergraduate class DISB 385 (usually) during final exam week. The presentation (Power Point) will include (a.) a description of the program, its goals, and the clients it serves (b.) the types of tasks the student performed (c.) what the student learned from the experience in relation to people with disabilities. The student must schedule 1 face-to-face meeting with the instructor to receive feedback. To achieve passing performance in this assignment the student must complete the Power Point presentation containing the components listed above, attend at least one mandatory meeting with the instructor and deliver the presentation before another DISB class. **Note: In the event that a presentation before a class cannot be scheduled, the student may present before a faculty review committee.

Grading Policy: Grading will be on a Pass/Fail basis determined by the satisfactory completion of all 3 assignments described above.

Other DISB 482 Course Policies:

Attendance

Policy:

Students are required to engage in 30 contact hours with persons with disabilities and ultimately provide within their portfolio written documentation of successful completion of all such required community-based contact hours. Consistent with WVU guidelines, students failing to submit required assignments/documentation of contact hours on the scheduled due date because of authorized WVU activities will have the opportunity to submit them at an alternate time. Make-up submission of required assignments for absences due to any other reason will be at the discretion of the instructor.

Requests for Grade of Incomplete:

Any student who is unable to complete all course requirements by the end of the semester for unavoidable and/or emergency reasons may ask the instructor to assign a grade of "I"(Incomplete). Incompletes will NOT be granted for failure to complete work in a timely fashion OR when the grade earned is less than satisfactory. Incompletes will ONLY be granted AFTER the midterm week, if ALL work has been completed up to the date the request is made, and when a legitimate reason is provided. Students who cannot meet these criteria should request assignment of a grade of Withdraw (W). The student and instructor will sign a contract specifying the work completed and the work remaining to be completed. To clear the Incomplete, the student must complete ALL requirements by the end of the next term: May 1 for Fall courses and August 1 for Spring courses. Students who fail to complete all requirements by this deadline will automatically be assigned a grade of F (Fail). Students who cannot complete all work to clear the I may avoid an F by contacting the instructor to request a grade of Permanent Incomplete

Academic Integrity Statement:

“West Virginia University expects that every member of its academic community shares the historic and traditional commitment to honesty, integrity and the search for truth. Academic dishonesty is defined to include but is not limited to any of the following: Plagiarism; Cheating and dishonest practices; and Forgery, misrepresentation, or fraud.” Students are expected to comply with WVU policies; if academic dishonesty is detected, the instructor will follow procedures as outlined at <http://www.arc.wvu.edu/admissions/integrity.html>.

Days of Special Concern Statement:

WVU recognizes the diversity of its students and the needs of those who wish to be absent from class to participate in Days of Special Concern which are listed in the Schedule of Courses. Students should notify the instructor by the end of the second week of classes or prior to the first Day of Special Concern, whichever is earlier, regarding Day of Special Concern observances that will affect their attendance. Observance of a Day of Special Concern does not exempt a student from the attendance policy stated above. Consistent with WVU guidelines, students absent from regularly scheduled sessions because of authorized University activities will have the opportunity to complete in-class assignments at an alternate time. Make up activities for absences due to any other reason will be at the discretion of the instructor.

Social Justice Statement:

“The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.”

Sexual Harassment Statement:

“West Virginia University is committed to providing faculty, staff and students with a work and educational environment free from all forms of sexual harassment. Therefore, sexual harassment, in any manner or form, of West Virginia University students and employees is a violation of University policy and expressly prohibited.” Students should contact the Office of Social Justice at West Virginia University (304-293-5496) for information or assistance.

Disability Accommodations Statement:

Students who have a disability and anticipate needing any type of accommodation in order to participate in this class should make appropriate arrangements with Disability Services at West Virginia University (304-293-6700).

All course materials, including lectures, class notes, quizzes, exams, handouts, presentations, and other materials provided to students for this course are protected intellectual property. As such, the unauthorized purchase or sale of these materials may result in disciplinary sanctions under the Campus Student Code.

Model Journal Entry

Alexa Talkington DISB 682 Journal Entry 1

May 20 – 2 hours - Today we had a group of middle school children from Preston County with various disabilities come out to the farm to learn about horses. I assisted with teaching them about horse safety, feeding, and grooming. For the grooming it was interesting how I only had to show the kids once, especially when I didn't think they were paying attention, what the proper use of the brushes were and they were able to follow my directions without prompting. There was one little boy who was very interested in the horses and asked me lot of good questions. When I talked to the teacher afterwards, I learned he normally throws tantrums and the teacher was pleasantly surprised at his good behavior and was going to recommend his guardians look in to bringing him back out for lessons!

May 23 – 3 hours - Today I worked with three different riders. The first rider has a diagnosis of Down Syndrome and Autism Spectrum Disorder. I was a side walker in her lesson and assisted the instructor with having the rider say her colors as she stretched to put rings on the poles as well as prompting her to tell her horse Mirage when to “go” and “whoa.” She wasn't too chatty during the first half of the lesson but after warming up, her second round of colors were dictated clearer than the first round. The second girl has Rhett's Syndrome and I was her instructor. She was more interactive than usual during the trail ride, fixing her seat when prompted, and smiling when I would talk to her about ignoring me to look at her dad. The last rider is an adult with Multiple Sclerosis and I was her side walker. I talked to her during her lesson to help keep her relaxed.

May 29 – 2 hours – Our first rider today had a diagnosis of Cerebral Palsy. I was the horse leader during her lesson. She is working on becoming an independent rider so she had to tell me what she was doing so I could make sure the horse was following her directions. I didn't need to do any horse prompting because she was very focused on being independent today. This was a big change from her not wanting to use her reins last summer. She loves to ask questions about the horses in the fields within eye sight of the ring and assist with leading the horse after dismounting which is great because hopefully in a couple years she will be doing it all on her own! The second rider is a young girl who has Down Syndrome and I was her side walker. She has a natural seat and loves being on the horse. I helped her with her steering skills and during corn hole I was her competitor, but of course she won!

May 31 – 3 hours – Today we had lessons with a physical therapist and her clients. The first one was a young girl who has trouble using her left hand or sitting up on her own but today she did great with the surcingle because it allowed her to hold on at a higher level as well as brace herself so she didn't need us side walkers constantly correcting her position. She is a very sweet little girl who is delighted to be riding and doesn't mind the hard work and exercises the PT has her doing while she is on the horse. During the second lesson I was a side walker with a little boy who is beyond adorable. He knows talks to us the whole time or will sing a song about the horse he made up. The PT has had him riding on his hands and knees but today had him sit up tall on his knees for the first time. He was so excited but pretty wobbly because he doesn't have the core muscles required to stay up while the horse is walking. The last rider today is one who last year with a very limited vocabulary but today she said whoa! I was side walking when she said it and looked at the other side walker to double check that she heard the rider say it too! It was definitely a fantastic day of lessons.