

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

DSPS 630D

COURSE TITLE

SELF-ADVOCACY- DSPTS

TYPE COURSE

NON-FEE DSPTS

CATALOG COURSE DESCRIPTION

This course is designed for students with disabilities who want to develop or improve self-advocacy skills. Topics include communication skills, rights and laws related to disability, self-determination, goal setting skills, and assertiveness skills. Students will learn how to build an advocacy team. This course will prepare students to better advocate for their wants and needs in various areas of their lives. (FT)

LECTURE/LABORATORY HOURS

54

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.
3. Critical Thinking
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

4. Personal and Professional Development

SDCE students pursue short-term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. Learn the importance of self-advocacy and rights related to education, employment and housing for individuals with disabilities.
2. Understand when to disclose disability status.
3. Learn goal setting skills and how to develop an action plan for achievement.
4. Learn appropriate communication skills for various situations and with different individuals.
5. Learn how to build an advocacy team.
6. Understand how and when to seek assistance from advocacy team.

COURSE OBJECTIVES

1. Identify and demonstrate an understanding of rights for individuals with disabilities.
2. Determine situations where it would be, or would not be, beneficial to disclose disability status.
3. Demonstrate an understanding of how advocacy changes through the lifespan.
4. Identify which self-advocacy skills are appropriate for different areas in life.
5. Demonstrate ability to set measureable goals.
6. Demonstrate ability to practice functional communication skills when advocating for wants and needs.
7. Identify members for advocacy team and describe when to solicit their support.

SECTION II

COURSE CONTENT AND SCOPE

1. Overview of Disability Rights and Advocacy
 - 1.1. Disability rights movement
 - 1.2. People first language
 - 1.3. Inclusion in education and employment
 - 1.4. Disability rights laws
 - 1.4.1. Civil Rights Act of 1964
 - 1.4.2. Rehabilitation Act of 1973
 - 1.4.3. Americans with Disabilities Act
 - 1.4.4. Family Educational Rights and Privacy Act (FERPA)
 - 1.4.5. Individuals with Disabilities Education Act (IDEA)
 - 1.4.6. Workforce Innovation and Opportunity Act (WIOA)
 - 1.4.7. Employment First
 - 1.4.8. Fair Housing Act
2. Self-Advocacy
 - 2.1. Self-determination

COURSE CONTENT AND SCOPE (CONTINUED)

- 2.2. Assertiveness
 - 2.2.1. When, where and with whom to be assertive
 - 2.2.1.1. Knowledge
 - 2.2.1.2. Judgement
 - 2.2.1.3. Environment
 - 2.2.2. Self-advocacy tools
- 2.3. Making informed decisions and speaking for self
- 2.4. Self-advocacy with different individuals
 - 2.4.1. Family members
 - 2.4.2. Healthcare professionals
 - 2.4.3. Supervisor and co-workers
 - 2.4.4. Instructors
 - 2.4.5. Other
 - 2.4.6. Difference in communication
 - 2.4.6.1. Family members versus other individuals
- 2.5. Importance of self-advocacy
 - 2.5.1. Impact on daily living
 - 2.5.2. Impact over the lifespan
- 3. Self-Advocacy Through the Lifespan
 - 3.1. Differences in advocacy
 - 3.1.1. Advocacy for a child or minor
 - 3.1.2. Advocacy as an adult
 - 3.2. Legal issues related to advocacy
 - 3.2.1. Conservatorship
- 4. Disclosure of Disability
 - 4.1. Appropriateness
 - 4.2. Comfortability
 - 4.3. Purpose
- 5. Person Centered Planning for Wants and Needs
 - 5.1. Identifying strengths and weaknesses
 - 5.2. Goal setting
 - 5.2.1. Developing goals
 - 5.2.1.1. Setting realistic goals
 - 5.2.2. Achieving goals
 - 5.2.3. Failing to achieve goals
 - 5.2.3.1. Coping skills
 - 5.2.3.2. Strategies
- 6. Communication and Social Cues
 - 6.1. Body language
 - 6.2. Facial expressions
 - 6.3. Tone of voice
 - 6.4. Eye contact
- 7. Building an Advocacy Team
 - 7.1. How to identify individuals
 - 7.2. When to solicit support from your team versus advocating independently
 - 7.3. How to communicate with your team

APPROPRIATE READINGS

Appropriate readings may include, but are not limited to, instructor written materials and materials designed for students with disabilities, instructor selected URLs, and publications related to disability advocacy.

WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to, preparing text for assigned projects, individual worksheets or workbooks, form completions, journaling, personal correspondence, and advocacy scripts.

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, reading texts and reference resources; research as needed to complete projects; visiting a DSPTS office and/or community center, and organizing and preparing information for assignments.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments which demonstrate critical thinking may include, but are not limited to, group problem solving activities, individual activities that require applying facts or information learned in class, role play and modeling activities. An example of an appropriate assignment would be identifying appropriate advocacy skills, applying advocacy skills in role play scenarios and reflecting on areas in need of improvement.

EVALUATION

Students will be evaluated on the basis of: pre and post assessments, Student Learning Outcome (SLO) assessments for the course, assignment rubrics, instructor observation of in-class activities, maintaining a resource binder, journal entries, homework assignments, in-class assignments, class participation and attendance.

METHOD OF INSTRUCTION

Methods of instruction may include, but are not limited to, group and individual instruction via lecture and/or discussion, laboratory, large and small group activities, videos and DVDs, role play, handouts and written exercises, audio-visual study aids, computer-aided instruction, guest speakers, and field trips. This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

Self-Advocacy Skills for Students with Learning Disabilities: Making it Happen in College and Beyond, Henry B. Reiff, Dude Publishing/ National Professional Resources, current edition

PREPARED BY: Carlie Robitaille DATE: May 2, 2018

REVISED BY: _____ DATE: _____

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog