



Department of Audiology, Speech-Language Pathology, and Deaf Studies

**SOCIAL SERVICES IN THE DEAF COMMUNITY
COURSE SYLLABUS
DFST 318 – 3 credits
Fall 2009**

Instructor: Sheryl B. Cooper, Ph.D.
Office Location: Stephens Annex 134
Office Hours: by appointment – call 410-704-4153
Office Phone: 410-704-2436 v/tty
Department Phone: 410-704-4153 v/tty
Email: scooper@towson.edu, fingerworks@comcast.net
Website: <http://pages.towson.edu/scooper>

Course Description:

Examines a variety of agencies and service delivery systems providing support to the Deaf community. Off-campus experiences required (service learning, field trips).

Prerequisites:

Introduction to Deaf Culture (DFST 101), ASL 1 (DFST 107)

Course Objectives:

Upon completion of the course, the student will be able to:

1. list a variety of government, private, and non-profit organizations and agencies providing services to the Deaf community,
2. identify which services are provided by which agencies, and be able to make appropriate referrals,
3. comment knowledgeably and make suggestions on issues related to services provided to people who are Deaf and hard of hearing,
4. describe the history of service provision to individuals who are Deaf and hard of hearing in the United States,
5. understand the structure and procedures of various social services agencies.

Textbook:

Zastrow, C. (2008). Introduction to Social Work and Social Welfare. (Ninth edition)
Belmont, CA: Thomson.

Course Policies:

The Department of Audiology, Speech-Language Pathology, and Deaf Studies adheres to the Student Academic Integrity Policy approved by the Towson University Senate available on the university web page.

Code of Conduct: Refer to the 2009-2010 Towson University Undergraduate Catalog for information regarding policies such as academic standing policy, academic honesty policy, grading, withdrawal from a course, services and facilities available to students, and other policies relevant to the academic process. Cheating includes copying from others or using books or notes during quizzes and exams, fabrication of information, submission of work prepared for another class during another semester, submission of work not prepared by you, permitting another person to copy from or use your work, and plagiarism. Incidents of cheating may result in a variety of penalties, including a failing grade for the assignment or the course.

Attendance Policy: The Towson University policy regarding excused absences is outlined in the Towson University Catalog. Any student not attending the first two sessions of class, regardless of pre-registration status, will be dropped from the course. Due to the nature of the course material, regular attendance and class participation is mandatory. Students are allowed to miss one class without a documented excuse. Students who miss more than one class without an excuse will have 5 points taken off their final grade for each unexcused absence. Any assignments due during an excused absence must be submitted upon return to class.

H1N1 Policy: Students should not attend classes or other university events from the onset of flu-like symptoms until at least 24 hours after the fever subsides without the use of fever reducing medications. Such absences will be considered excused absences; however, students are responsible for the material covered during the period of their absence.

Plagiarism and Academic Integrity: This professor follows Towson University's Code of Conduct, which includes a policy on Academic Dishonesty and Plagiarism outlined in the Undergraduate Catalog in Appendix F. Any assignment that is plagiarized or completed under dishonest circumstances will be given 0 points. If the situation occurs a second time, the student will receive a grade of "F" for the course and be referred to appropriate disciplinary channels. Plagiarism includes copying the text of others and using information without proper citation of the source.

Medical Emergencies & Incompletes: Grades of incomplete will only be permitted for students with verified medical or family emergencies. If permission is granted, it is the student's responsibility to contact the instructor within one week of returning to campus to develop a timeline for completing incomplete work. Students who require an extended absence need to contact the instructor by phone or email to develop a plan for completing work.

Students with Disabilities: This course is in compliance with the Towson University policies for students with disabilities. Students registered with Disability Support Services (DSS) need to provide documentation from that office and information as to what assistance is required for their success. Students who suspect they have a disability but do not have documentation are encouraged to register with Disability Support Services (Administration Building Suite 232, 410-704-2638). A memo from DSS authorizing your accommodations is needed before any accommodation can be made.

Course Repeat Policy: This course may not be repeated for additional credit. Students may not repeat a course more than once without prior permission of the Department and the Academic Standards Committee.

Grading:

Grades will be computed using the following grading scale:

A	93-100	C+	77-79.99
A-	90-92.99	C	70-76.99
B+	87-89.99	D+	67-69.99
B	83-86.99	D	60-66.99
B-	80-82.99	F	59.99 and below

Students who disagree with faculty decisions regarding their grades or adherence to course policies must follow the appeal procedure approved by the department and available in the department office.

Course Requirements/Assignments:

- 1) Textbook Chapter Presentation (20%) *Due date: assigned*
 Each group (2 students) will present a formal powerpoint presentation on an assigned chapter from the textbook. The powerpoint will cover the important points of the chapter in an organized, interesting, and informative way. The presentation will end with an activity designed to review and test the class’s knowledge of the material covered. The presentation and activity together should last no less than 20 minutes and no more than 30 minutes. Groups will post an electronic copy of the powerpoint presentation on Blackboard prior to presentation. Groups will provide a hard copy of presentation to professor on the due date.

Textbook Chapter Presentation Grading Rubric (20%)

I.	Identified most important information in the chapter	4	___	4	___
II.	Presented information in a clear, accurate, and understandable manner	4	___	4	___
III.	Presented information in an interesting and time-efficient manner	4	___	4	___
IV.	Utilized technology, media, handouts well, including spelling and grammar	4	___	4	___
V.	Designed effective review/test activity	4	___	4	___

- 2) Quiz on textbook (10%) *Due date: October 8, 2009*

- 3) Article Analysis (10%) *Due date: October 22, 2009*
 Each student will obtain one article dealing with the provision of social services to Deaf people from JADARA (formerly called the *Journal of the American Deafness and Rehabilitation Association*). Article does not need to be recent. Student will submit a written analysis of an article, 3-4 pages in length, double-spaced, 12-point font, with 1-inch margins, including a one-paragraph summary of the article and a hearty evaluation of its content. Student should evaluate the perspective of the article, depth, content, completeness, accuracy, etc. A copy of the article should be stapled to the paper.

Article Analysis Grading Rubric (10%)

1. Selection of appropriate article (from professional journal, dealing with provision of social services to deaf people)	no	weak	good
	0	1	2
2. Full and correctly presented bibliographical information in APA format	0	1	2
3. Copy of article stapled to paper	0	1	
4. Followed format outlined in syllabus	0	1	
5. Summary of article	0	1	2
6. Evaluation of article's perspective	0	1	2
7. Evaluation of article's content	0	1	2
8. Evaluation of article's completeness and accuracy	0	1	2
9. Writing style			
i. Spelling	0	1	2
ii. Grammar, punctuation, proofreading	0	1	2
iii. Organization of thoughts	0	1	2

4) Service Learning Project (60%)

Due dates: see below

Each group (2 students) will be assigned to one agency. Students will research their agency fully through readings and visitations. After doing initial research on-line, students will arrange to volunteer for 15 hours of "service learning" on-site. These 15 hours will be spent learning about the inner workings of the agency, providing assistance to the staff, interviewing staff members, and completing one major service project that must be approved by the on-site supervisor and the instructor. Groups will prepare a powerpoint presentation to the class, lasting approximately 10-15 minutes. Groups will post an electronic copy of the powerpoint presentation on Blackboard *prior to* presentation. Groups will provide a hard copy of the powerpoint presentation and the narrative paper to the professor on date of presentation.

Grading of Service Learning Project:

A. *Proof of completed hours, signature of supervisor: 15%* *Due: by December 10*

Upon completion of your 15 hours on site, your supervisor must submit a signed letter to this professor, on agency letterhead stationary, verifying your time on-site.

B. *Journals (6%)*

Due: upon completion of each 5 hours

Students will write three journal entries (one after each 5 hours of on-site experience). Journals will be evaluated on timely submission, completeness and organization of thoughts, spelling, grammar, and writing mechanics, not content. Each journal will receive a score of 0 (not submitted), 1 (poorly considered or poorly written), or 2 (well-considered and well-written).

C. Powerpoint presented to class: 15%

Due: on date assigned

A. Overview of the Agency

1. Mission of the agency and how it is achieved
2. How and why was this agency originated
3. Funding source for the agency
4. What services are provided
5. Eligibility requirements to receive services
6. Overview of staff: Positions. Ethnicities and genders of staff. Educational background of staff.
7. Salary range for employees of this agency
8. Safety of the location
9. Accessibility by public transportation
10. Reception area: Is it inviting? How friendly and knowledgeable is the receptionist?
11. Is appropriate literature about the agency readily available? Is it in appropriate languages and reading levels?
12. How clean are the bathrooms?
13. Would you feel comfortable as a consumer at this agency?

B. Interview with Top-Level Manager

1. Manager's professional training and experience
2. Manager's philosophy of the agency
3. What non-verbal and overt cues did you get about this person's availability and dedication to the agency's mission?
4. What do you think happens when this person interacts with clients/consumers or provides supervision to staff members?
5. Observations about this person's office and work style

C. How the agency currently delivers its services to Deaf people, including:

1. Ways in which deaf people can access services "just like" hearing people; are interpreters used; what is their process for hiring interpreters and providing communication access?
2. Communication access between the agency and deaf staff or consumers
3. Modifications to service delivery made specifically for deaf people
4. Modifications in language in printed materials, advertising, and publicity for Deaf people
5. Architectural and equipment accommodations for Deaf people
6. Ways in which the needs of the Deaf community are not met
7. Specific and completely considered suggestions for ways to meet any currently unmet needs for the Deaf community, including methods for implementing these suggestions
8. What employees and managers see as the strengths and weaknesses of the agency
9. What you see as the strengths and weaknesses of the agency

D. Your Service Project: Description/Demonstration of project

Remember that permission is required in order to include photos of employees or clients/consumes in your powerpoint presentation.

D. Service Project for the Agency: 14%

Due: on date of presentation

Each group of students will work together with a supervisor to prepare and present a service project for the agency to be completed during your time with the agency. This should be a lasting contribution that will benefit the agency. The professor must approve the project before it is implemented.

Suggestions:

- “Deaf Awareness Training” to the agency staff
- Brochure for Deaf people outlining the services/procedures of the agency
- Procedure manual for requesting and hiring interpreters
- Training manual for the agency’s Human Resources department to use when training new employees how to work with the Deaf community

E. Final Reflection Essay (10%)

Due date: December 10, 2009

Students will write a reflective essay to be submitted at the end of the service learning experience. The following questions should be answered:

- a. What did you gain from your experience?
- b. What did the agency gain?
- c. How did your experience connect to your degree program, if at all?
- d. Do you think service-learning experiences would be of use to other students in your program? In other programs at Towson? Why or why not?

Students are encouraged to demonstrate critical thinking and reflective skills to explain their ideas. There will be no “right” answers to students’ statements of personal beliefs. Students will write thoughtful essays, not simply answers to questions. Students will make their writing coherent and connected. Students' writing will be evaluated by their ability to reflect, organize the information and incorporate their views with information provided in class. APA format should be used.