

HumBio 25SI: Diverse Perspectives on Disabilities

Stanford University
Spring Quarter 2014

Tuesdays 6:00 – 7:30 PM

Room: 300-303

Credit: 1 or 2 units Satisfactory/No Credit

Course Overview: An introduction to different disabilities and how disabilities affect the lives of the individuals who have them and the people around them. Knowledgeable individuals from Stanford and the surrounding community who have firsthand experience working with individuals with disabilities will be addressing these topics. Topics will include common disabilities such as Autism, Down Syndrome, Cerebral Palsy and language disorders as well as special needs education and treatments. The first 45 minutes of class will be an interactive lecture or panel, and the last 45 minutes of class will be reserved for discussion.

Faculty Advisor:

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Instructors:

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Readings: Occasional short articles and/or online videos – distributed in class or links emailed (see below). Readings are to be done prior to class.

Course Goal: Gain knowledge and awareness for issues surrounding disabilities and further advocate for people of all abilities.

Learning Objectives:

By the conclusion of this course students will be able to:

- 1) Understand what it is like for a person with disabilities over a timeline and different views.
- 2) Appreciate how people can influence the lives of people with disabilities whether it be through volunteering, everyday interactions, or career path.
- 3) Describe the clinical manifestations of at least 2 disabilities.
- 4) Engage in the community through dedicated service via existing local programs or student initiated projects.

Course Grading

1 Unit Requirements

Attendance (30%): Based on attendance (1 missed lecture allowed). If there are extenuating circumstances, please contact one of the course instructors.

Final Paper (30%): Due June 3rd (final day of the course). This is a 3-4 page paper on a topic related to disabilities. A topic could be on a specific disability where you provide a description of the disability, its causes, and current treatments, if any. Past examples: Cerebral Palsy, Aspergers, Autism, American Disabilities Act, etc. The paper can also be on any political or education subjects that arise during the course of the class. Additionally, the paper can be a well-constructed and thoughtful reflection about the class experiences and thoughts on the disabled community. Students should feel free to ask the instructors about any questions regarding the final paper.

Weekly Reflection/Class Participation (40%): Students are expected to actively participate in class discussion and be attentive to the lecturer. Students will also be expected to write a 1- paragraph reflection after each lecture and post it to the forum page on coursework by FRIDAY AT 5pm.

2 Unit Requirements

1 Unit Requirements (50%)

Fieldwork (50%): Students should engage in one long term (10+ hours) service project preapproved by the instructors. The most immediate medium is volunteering for either Abilities United or a Stanford service group on a weekly basis. Similarly, students can establish their own service events with support from the instructors. Alternatively, students can promote disabilities awareness through mediums such as writing articles for a magazine or bringing guest lecturers to the Stanford community.

Service Learning Opportunities

Kids With Dreams: <http://kwd.stanford.edu/>

Kids With Dreams is an organization dedicated to improving the lives of disabled children. Since its establishment in 1997, KWD has worked in conjunction with local schools and programs, serving as a gateway in connecting Stanford students and other local volunteers with physically and mentally disabled youth. Below are some of the programs that Kids with Dreams partners with:

Speical Skaters

Program: Special Skaters provides one-on-one ice skating lessons for children with disabilities. Volunteers need only to be able to skate well enough to keep themselves upright while stabilizing a beginner skater.

Times: Saturdays 12:45-2:30

Location: Ice Oasis in Redwood City (rides provided)

Contact: Jane Evered Email: jevered@stanford.edu

Special Needs Aquatic Program (SNAP)

Program: SNAP (Special Needs Aquatic Program) is an aquatic motor development program for children with physical or cognitive challenges. Volunteers work one-to-one with kids in the water

under the supervision of a head instructor and an aquatic rehabilitation specialist. Swimming test is required.

Times: Friday 3:30-6:30pm

Contact: Nicole Kofman

Email: nkofman@stanford.edu

Challenger Baseball League:

Program: Challenger Baseball is a program that helps children with disabilities of all ranges from ages 5 to 18. Volunteers will be paired with a child to help with everything from base running to hitting to catching. No prior experience in baseball is necessary. Just a fun attitude and passion!

Times: Sunday 12:45-3:15pm

Contact: Jojo Ortiz

Email: jojortz@stanford.edu

Special Dance

Program: Special Dance is a program under Kids With Dreams that teaches various styles of dance, including jazz, modern, ballet techniques and country, to children with all ranges and types of developmental and physical disabilities in a fun and relaxed environment. No prior dance experience is needed to be a volunteer, just come ready to have some fun and interact with some great children! Very minimal time commitment!

Time: Sunday 2:00-3:00pm

Location: Stanford Campus

Contact: Tanvi Jayaraman

Email: tanvij@stanford.edu

Autism Awareness Magazine

About: Tentatively titled *Project A*, this is an official project conducted under The Senior Reflection, a year long series that ties together biology and the arts. The first of its kind, this will be a nonprofit magazine dedicated to elementary school children centered on autism and disabilities awareness. From writers to graphic designers, any and all help is welcome – this has the potential to influence thousands of kids in the Bay Area!

Contact: David Nguyen

Email: luna2014@stanford.edu

Abilities United

Abilities United: <http://www.abilitiesunited.org>

Abilities United is a non-profit located in Palo Alto who champions people with developmental and physical challenges and provides the training, education, and support they need to lead the lives they choose. There are many opportunities for volunteering including assisting in early intervention, participating in after-school activities for children and young adults, accompanying small groups of adults on field trips and assist with social and recreational activities, and providing swim instruction in their warm water aquatics facility.

If interested, please email the volunteer coordinator Joanie Meyers: joanie@abilitiesunited.org or call (650) 494-0550.

Week 1 Introduction	Speakers: <i>David Nguyen and Stephanie Sapp</i> Topics: <ul style="list-style-type: none"> • Course Introduction and Overview • Discussion: What is a Disability? Readings: <p>1) Included, Contributing & Healthy, Chapter 1</p> <p>2) Optional – The History of Developmental-Behavioral Pediatrics Heidi Feldman</p>
Week 2 Disabilities Health Reform	Speaker: <i>Heidi Feldman M.D</i> – Faculty Advisor to course (Professor, Pediatrics – Neonatal and Developmental Medicine) Topics: <ul style="list-style-type: none"> • From Biology to Policy: looking at a disability from many perspectives • Normal language development • Language Disorders • Disabilities in the Community Readings: <ul style="list-style-type: none"> • Selected chapters from <i>Redesigning Health Care for Children with Disabilities: Strengthening Inclusion, Contribution, and Health</i>
Week 3 Autism	Speakers: <i>Jennifer Phillips M.D</i> (Clinical Associate Professor Psychiatry & Behavioral Science - Child and Adolescent Psychiatry) Topics: <ul style="list-style-type: none"> • Understanding the Autism spectrum • The clinical manifestations of Autism • Discussions about the recent rise in prevalence Readings: <p>1) "Detecting Autism Early" by Ulrich Kraft. Scientific American Mind; 2006, Vol. 17 Issue 5, p68-73. http://www.nature.com/scientificamericanmind/journal/v17/n5/full/scientificamericanmind1006-68.html</p> <p>2) "Autism: An Epidemic?" by Scott Lilienfeld and Hal Arkowitz. Scientific American Mind; 2007, Vol. 18 Issue 2, p82-83. http://www.nature.com/scientificamericanmind/journal/v18/n2/full/scientificamericanmind0407-82.html</p> <p>Take a quick look - http://www.autismspeaks.org/ http://www.slate.com/articles/health_and_science/medical_examiner/2013/03/autism_in_the_community_how_should_public_spaces_be_shared.html</p>

<p>Week 4 Parents Panel</p>	<p>Speakers: <i>Sue Digre</i> (Director of PARCA)/Parent and Sibling Panel</p> <p>Topics:</p> <ul style="list-style-type: none"> • Gain insight on the experience and role of the family • Learn more about advocacy <p>Readings:</p> <ol style="list-style-type: none"> 1) Read PARCA's mission and services: http://www.parca.org/Parca%20Mission.html 2) 7 Things You Don't Know about A Special Needs Parents: http://www.huffingtonpost.com/maria-lin/special-needs-parenting_b_1314348.html 3) Where Should Special Needs Kids be Special? http://www.slate.com/articles/health_and_science/medical_examiner/2013/03/autism_in_the_community_how_should_public_spaces_be_shared.html
<p>Week 5 Media Representation of Disabilities</p>	<p>Speakers: <i>David Nguyen and Stephanie Sapp</i></p> <p>Topics:</p> <ul style="list-style-type: none"> • Discuss and look at media representations of disability • Compare and contrast the portrayal of disability over time as a culture <p>Readings: Video clips and readings that focus on people with disabilities in the media (i.e. <i>Forest Gump, The Rain Man</i>)</p>
<p>Week 6 Career Panel</p>	<p>Speakers: <i>Sheraden Nicholau</i> (Abilities United) and other professionals such as Occupational therapist, Physical therapist, and lawyer (all TBA)</p> <p>Topics:</p> <ul style="list-style-type: none"> • An introduction to Special Education Law • Become aware of the many professions that one can enter to advocate and aid those with disabilities • Learn on a personal level what services are offered to people with disabilities and what care our society offers <p>Readings: TBA</p>

Week 7 Assistive Technology	<p>Speaker: <i>David L. Jaffe</i> MS (Lecturer, Mechanical Engineering, Design Group)</p> <p>This presentation will be a brief introduction to Assistive Technology including a definition of terms, demographics, goals of rehabilitation, perceptions of disability, the needs of people experiencing disabilities, political correctness, and numerous examples of assistive technology devices and research projects.</p> <p>Topics:</p> <ul style="list-style-type: none"> • The Role of Failure in the Design and Development of Assistive Technology Devices • Famous People with Disabilities • Fun with Ethics • Vintage Assistive Technology Products • Video Theater <p>Readings:</p> <ul style="list-style-type: none"> • Movie - FIXED, The Science / Fiction of Human Enhancement http://www.fixedthemovie.com/ • Trailer - http://www.youtube.com/watch?v=uc5P3URLiIA
Week 8 Cerebral Palsy	<p>Speakers: <i>Christina Buysee</i> M.D</p> <p>Topics:</p> <ul style="list-style-type: none"> • Introduction to clinical aspects of Cerebral Palsy • The Gait lab and interventions to improve gait • Discussion: Intellectual and physical disability – different manifestations of CP <p>Readings: TBA</p>
Week 9 Student Panel	<p>Speaker: Panel of Stanford students with Disabilities/Power2Act</p> <p>Topics:</p> <ul style="list-style-type: none"> • What it is like to have a disability at Stanford University • Discuss how to be a student advocate <p>Reading: TBA</p>
Week 10 Course Wrap-Up	<p>FINAL PAPER DUE!</p> <p>In this class, we will discuss all of the different topics and give students the chance to share what they have learned for the course and how it has changed thier views and perceptions of individuals with disabilities.</p>