

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



SCHOOL OF SOCIAL WORK

**Course Number:** SOWO 837  
**Course Title:** Disability Policy  
**Semester and Year:** Spring 2018  
**Time and Location:** Mondays, March 19 – April 30  
9:00 – 11:50 am, Room 113  
**Instructor:** Laurie Selz Campbell, MSW  
**Office Phone:** 919-843-6394  
**Email Address:** lauriesc@unc.edu  
**Office Hours:** Tuesdays 1:00 – 2:00 or by appointment

**COURSE DESCRIPTION:**

Using an advanced policy analysis framework, this course focuses on strategies for policy change, national and state policy, and legal and socio-political factors influencing financing, access and service delivery.

**COURSE OBJECTIVES:**

The student who successfully completes this course should be able to demonstrate understanding of the following issues in regard to disability policy:

1. Identify the principles, foundation and provisions of the primary social welfare programs that affect disability policies in the United States.
2. Demonstrate the analytic, theoretical and value assessment skills that enable social workers to evaluate policies and apply change strategies.
3. Apply concepts and principles of human rights, social justice, and social work ethics to policy analysis, development and change strategies.
4. Understand specific disability policies regarding financing, ethical, and legal issues related to civil rights, income transfer, education, housing, employment, and health.
5. Explain interrelationships among disability policies at federal, state, and local levels.
6. Explain the intended and actual consequences of the major US disability policies.
7. Discuss ethical issues in current disability policy, including individual and family rights, issues of distributive justice, power, discrimination, oppression, culture & race.
8. Articulate both formal and informal disability policy development and strategies at multiple system levels.
9. Develop leadership strategies for planning, developing, and changing disability policies in a context of empowerment and partnership with individuals, families and communities.

**EXPANDED DESCRIPTION:**

The ability to understand the complexities of policy is crucial for successful professional practice with individuals with disabilities and their families, as social workers shape policy,

implement programs, respond to systemic inequities, and assure that services are available for individuals and families who need them. This course will critically examine a number of relevant policies and their impacts on individuals, families, service providers, and systems.

In addition to developing an understanding of the policies that affect individuals with disabilities throughout the life course, this course is also designed to help students develop a set of professional skills. Specifically, students will be able to use a policy framework to develop a detailed analysis of an existing policy in the United States. Furthermore, students will improve their advocacy skills by planning and presenting a policy testimony.

### **REQUIRED TEXT AND READINGS:**

Fleischer, D. Z. & Zames, F. (2011). *The disability rights movement: From charity to confrontation* (2<sup>nd</sup> ed.). Philadelphia, PA: Temple University Press.

Additional readings are available on the internet or posted on Sakai.

### **TEACHING METHODS AND EXPECTATIONS:**

Teaching methods include lecture/discussion, media presentations, guest speakers, and small group activities. My perspective is that all of us are teachers as well as learners. You are expected to attend classes, to complete readings, and to participate actively in discussions. I ask that you contact me, *in advance*, if you need to miss a class. Anyone with difficulty with these requirements should speak with me so that alternative contributions can be identified.

A note on **engagement**: You will start with a score of 10 points, in recognition of expectations around attendance and engagement. "Engagement" means that you have completed the readings and that your comments are thoughtful, focused and respectful. I will need to deduct points if you miss class without notice, are repeatedly late or leave early, disappear for long periods on break, or are unprepared or obviously disengaged (see policy on electronic devices, below).

### **POLICY ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM:**

I expect that we are all invested in creating an environment of respect and engagement. During class, cell phones should be turned off or muted. I welcome laptops or tablets for taking notes or for small group activities; however, I ask that you use them *only* for relevant activities – not for checking email or surfing the Web. Your attention is an important sign of respect to your colleagues. ***Please do not have the mistaken assumption that others are unaware if you are disengaged!*** If distracting use of electronics is observed, I will need to strictly limit their use to specific times during class.

**ASSIGNMENTS:** In addition to engagement, there are three assignments in the course. These are summarized below.

#### **Assignment 1: Street Level Bureaucracy Reflection**

**Due April 9**

Using the framework presented by Lipsky (1980), please write a 4-5-page reflection paper that explores how street-level bureaucracy plays out in your practice (current or previous). This is truly a reflection paper, so you can write in first person. You are not expected to use any sources besides the Lipsky chapters, but if you do reference specific points or quotes, please cite these appropriately. The following questions provide a guide for your reflection:

1. What are some of the major federal, state, or local policies that shape your work with clients (e.g. eligibility, financing, allowable programs/services, others of relevance)?
2. How are these policies (feel free to choose one of relevance) interpreted or translated on the ground? Consider the role of workers in things like:
  - Eligibility – who is favored (or dis-favored) in provision of services? Why?
  - How are clients & workloads “managed”?
3. Are there gaps between policy-as-written and policy-as-performed? What might account for these gaps?
4. What impacts do you see on clients? On workers?
5. In what ways do you observe that the street-level bureaucracy practiced in your agency diminishes or enhances the quality of services?
6. Given the reality of street-level bureaucracy, do you have thoughts about how you can use your power as a social worker/other health professional to influence your agency’s policies or practices and/or remain true to ethical mandates?

### **Scoring Rubric for Street Level Bureaucracy Reflection**

<i>Element</i>	<i>Points</i>
Relevant policies identified	3
Interpretation of policies on the ground: Eligibility, managing workload, gaps between policy-as-written and policy-as-performed	7
Impacts on clients & workers	5
Diminishment & enhancement of quality of services	5
Reflection on social worker/other health professional role	5
Total	25

### ***Assignment 2: Human Face of Policy* *Various due dates***

Please identify an individual who has been impacted by one of the policies discussed in class. We will sign up for these during our first class meeting. The individual can be a personal acquaintance, a client, yourself, or a family member. You will complete the worksheet (shown below and also posted under Assignments on Sakai) using bullet points (no need for a long paper or even full sentences!), and will use it as an outline for a brief (5-10 minutes) presentation to the class. You do not need to provide the worksheet to class members, but should upload it to Sakai on the day of your presentation. ***Note: If you have trouble identifying a person for this assignment, please let me know and we can develop an alternative.***

### **Human Face of Policy Worksheet Template**

<i>Description</i>	<i>Your Reflection</i>
Describe the person (no names please) – relevant demographics (sex, age, race, SES), disability, living situation, other facts of relevance)	
Describe the policy that has impacted the person &/or family	

<i>Description</i>	<i>Your Reflection</i>
Describe the person's/family's experience with the policy &/or with navigating the policy. You can also include your own experience (if your role was as a service provider or advocate)	
Describe the impact on the person &/or family. Impacts can be emotional, developmental, or economic, & can also include things like a changed living situation or life trajectory.	
Reflect on the ways in which this policy enhanced/supported, or impeded, the person's overall well-being, empowerment, & life trajectory. In retrospect, might anything have been done to result in a more favorable outcome?	
Based on your reflection, what in this policy do you believe is working &/or not working well? What might account for this (for example, is the policy well- or poorly designed to achieve its aims? Is it implemented as intended? If not, what do you think impedes this?).	
Finally, what does this suggest to you about broader issues of power, social construction, & intended or unintended consequences of social welfare policy?	

### Scoring Rubric for Human Face of Policy Assignment

<i>Element</i>	<i>Points</i>
Overview of policy issue & the individual's, family's, &/or worker's, experience (as relevant)	3
Analysis of the impact of the policy on individual, family, worker (as relevant)	3
Reflection on the adequacy or effectiveness of the policy based on its apparent impact. Recommendations for change or improvement	4
Reflection on power, social construction, & their consequences as manifested in social welfare policy	3
Clarity of presentation	2
<b>Total</b>	<b>15</b>

### **Assignment 3: Disability Policy Analysis/Policy Brief & Testimony Due April 30**

This assignment will give you the opportunity to analyze a policy of your choice in detail, and to deliver a brief policy testimony presentation. The following is the general structure for the assignment:

1. **Define** your policy of interest. You are encouraged to select a policy that is currently under debate, or that has been recently proposed (we will discuss examples in class). You can focus on the local, state, or federal level. Provide basic information about the policy – for example, if the policy focuses on **access to resources or services**, outline who is eligible, how eligibility is determined, which resources or services are made available or restricted, and how these are accessed. If the policy focuses on **expanding or constraining civil**

**rights**, outline what rights are expanded or constrained, for whom, and how compliance is enforced. Finally, explain your **rationale** for choosing this policy – for example, has it been newly proposed? Does it propose to significantly change the availability of benefits or the eligibility criteria/process through which benefits are received?

2. **Analyze** the policy focusing on the most relevant elements. Review our slides on the rationales for engaging in different kinds of policy analysis, and **select 4** of the following 5 dimensions to address. Select those dimensions that you believe will help you to more fully understand the policy and will lead to thoughtful recommendations.
  - a. Historical/Political Dimension:
    - Did the policy arise in reaction to particular historical events?
    - What need(s) was it intended to address?
    - Whose voices were included in developing the policy? Whose were missing?
    - Does the policy as written favor or disfavor the agenda(s) of any groups?
  - b. Economic Dimension:
    - How is the policy funded?
    - What costs are associated with the policy? Has there been an estimate of cost or actual data on costs?
    - Who bears the burden of these costs?
    - Are there costs that may not be immediately apparent or may not have been intended?
    - Are there costs associated with NOT implementing the policy?
  - c. Evidence Dimension:
    - What evidence (if any) supports or opposes the need for the policy?
    - What is the evidence (if any) of the policy's impact or likely impact? Are there differential impacts on different stakeholder groups?
    - How is the policy implemented in practice? Is it implemented as designed?
    - Have there been (or are there likely to be) unintended consequences of the policy?
    - Have there been (or are there likely to be) incidents of "street-level bureaucracy" (variations in eligibility determination, implementation, enforcement, based on provider discretion)?
    - What arguments have been made AGAINST the policy as it stands? Do these seem to be founded in (a) evidence, (b) ideology, (c) political agendas, or (d) some combination? Is there evidence that other policies are preferable?
  - d. Ethical Dimension:
    - What general values are embodied in the policy?
    - What specific principles embodied in the NASW Code of Ethics (e.g., autonomy, individual rights, safety, well-being, equality) are promoted, or thwarted by this policy?
  - e. Social Justice/Critical Analysis Dimension:
    - What social constructions are embodied in the policy?
    - Does the policy ultimately promote or contribute to social justice aims (e.g. equality, respect, dignity)?
    - Does the policy contribute to continued oppression or discrimination?

- Does the policy contribute to the continued “othering” of a particular group? How does it compare with similar policies directed at dominant societal groups?
  - Are there broader dimensions of oppression reflected in the policy (e.g. sexism, racism, heterosexism, ableism, ageism, others)?
3. **Recommend:** Based on your analysis above, should the policy be continued? Discontinued? Amended or revised? Expanded? What is your recommendation?
  4. **Present:** On the final day of class, you will have 8-10 minutes to deliver a “policy testimony” based on your analysis above. More details on (and examples of) effective strategies/formats will be posted and discussed.

**Additional Notes:** You can write your analysis as succinctly as possible –it might help to think of it as a somewhat detailed policy brief. Feel free to use single spacing, bullet points, graphics, or other organizational strategies (in other words, this does not need to be a double-spaced, APA-formatted paper). Be sure, however, to appropriately cite information, and to include a list of references at the end. In terms of sources, you should use the scholarly literature, and/or data from government, think tank, or advocacy websites. If you need a bit of help choosing or accessing these, please let me know and I’d be happy to help out! While a strict number of sources is difficult to specify, you might aim for 5-6, as long as they are fairly substantial.

### Scoring Rubric for Policy Analysis/Policy Brief

<i>Element</i>	<i>Points</i>
Introduction: Clarity of explanation & rationale	5
Dimension 1: Insightfully discussed, incorporates relevant scholarship	5
Dimension 2: Insightfully discussed, incorporates relevant scholarship	5
Dimension 3: Insightfully discussed, incorporates relevant scholarship	5
Dimension 4: Insightfully discussed, incorporates relevant scholarship	5
Recommendations flow logically from above analysis, reflect accurate knowledge of the population & principles of social justice	5
Professionalism & clarity of writing	5
<b>Total</b>	<b>35</b>

### Scoring Rubric for Policy Testimony (note: further detail will be provided for each of the elements)

<i>Element</i>	<i>Points</i>
Content	7.5
Presentation	7.5
<b>Total</b>	<b>15</b>

## **SCORING & GRADING**

### ***Points will be assigned as follows:***

Engagement	10%
Street Level Bureaucracy Reflection	25%
Human Face of Policy	15%
Policy Analysis/Brief	35%
Policy Testimony	<u>15%</u>
<b>Total</b>	<b>100%</b>

### ***Grades will be assigned as follows:***

H:	94 and above
P:	93-80
L:	79-70
F:	69 and below

## **EXPECTATIONS FOR WRITTEN ASSIGNMENTS**

You are expected to adhere to scholarly writing guidelines and to use APA formatting in all written work (unless otherwise specified). The web sites below provide additional information:

- <http://ssw.unc.edu/index.php?q=students/academic/advising> (resources from the School of Social Work, including an APA quick reference guide)
- [http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html) (general information about APA style). You are also encouraged to review the section on plagiarism.

## **POLICY ON INCOMPLETES AND LATE ASSIGNMENTS:**

Assignments are due at the **beginning** of class on the day noted. You must notify me at least 2 days before a due date if you would like to request an extension. Otherwise, you will lose 5% of the assignment's points per day (including weekends and the date on which the assignment was due, if you submit it after the beginning of class). Incompletes *may* be granted if there are extreme circumstances that affect your ability to complete the work. An Incomplete requires a contract that specifies the timeline for completing your work.

## **POLICY ON ACADEMIC DISHONESTY:**

I assume that all students follow the UNC Honor Code. Please include the Honor Code statement "I have neither given nor received any unauthorized assistance in completing this assignment", on all assignments. If reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action.

## **POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:**

UNC Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, or 919-962-8300 or Email; - [accessibility@unc.edu](mailto:accessibility@unc.edu). A student is welcome to initiate the registration process at any time; however, the process can take time. ARS is particularly busy in the run-up to and during Finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester. Please contact ARS as early in the semester as possible.

## Schedule of Topics & Readings

<i>Date</i>	<i>Topics</i>	<i>Readings</i>
Week 1 March 19	<p>Introductions &amp; Overview</p> <p>Framework &amp; Context:</p> <ul style="list-style-type: none"> <li>• Defining disability</li> <li>• Historical views &amp; approaches</li> <li>• Models &amp; theoretical frameworks</li> <li>• Introduction to disability rights advocacy</li> </ul>	<p><b><u>Text:</u></b>  <i>Personal Notes &amp; Chronology</i> introductory material (skim)            Chapter 1: “Wheelchair Bound” &amp; “The Poster Child” (pp. 1-13)            Chapter 3: <i>Deinstitutionalization &amp; Independent Living</i> (pp. 33-47)</p> <p><b><u>Additional article:</u></b>            Haegele, J. A., &amp; Hodge, S. (2016). Disability discourse: Overview and critiques of the medical and social models. <i>Quest</i>, 68(2), 193-206. <b>Read for an overview of the models &amp; their application.</b></p> <p><b><u>Optional (an example of how models shape our understandings of disability, as well as our policies and approaches to intervention):</u></b>            Krcek, T. E. (2013). Deconstructing disability and neurodiversity: Controversial issues for autism and implications for social work. <i>Journal of Progressive Human Services</i>, 24(1), 4-22.</p>
Week 2 March 26	<p>Framework &amp; Context:</p> <ul style="list-style-type: none"> <li>• Street-level bureaucracy</li> <li>• Policy analysis</li> </ul> <p>Lifespan Issue: Early Childhood &amp; Disability</p>	<p><b><u>Readings on street-level bureaucracy:</u></b>            Lipsky, M. (1980). <i>Street-level bureaucracy: Dilemmas of the individual in public services</i>. New York: Russell Sage Foundation. <b>Selections are posted on Sakai.</b></p> <p><b><u>Optional (an example of how policies are shaped by street level bureaucracy – may be helpful to read for your SLB assignment):</u></b>            Summers, A. P., &amp; Semrud-Clikeman, M. (2000). Implementation of the IDEA by school psychologists: An exploratory study using the theory of street-level bureaucracy. <i>School Psychology Quarterly</i>, 15(3), 255-278.</p> <p><b><u>Readings on early childhood &amp; disability:</u></b>  <b><u>Text:</u></b>            Chapter 7: <i>Access to Jobs &amp; Health Care</i> (<b>read</b> pp. 126-127)</p> <p><b><u>Additional resources as needed:</u></b>            Review North Carolina’s early intervention program website at <a href="http://www.bearly.nc.gov/index.php/">http://www.bearly.nc.gov/index.php/</a></p> <p>Musumeci, M. B. &amp; Foutz, J. (2018). <i>Medicaid’s role for children with special health care needs: A look at eligibility, services, and spending</i>. Issue Brief retrieved from the Henry J. Kaiser Family Foundation at <a href="https://www.kff.org/medicaid/issue-brief/medicaids-role-for-children-with-special-health-care-needs-a-look-at-eligibility-services-and-spending/">https://www.kff.org/medicaid/issue-brief/medicaids-role-for-children-with-special-health-care-needs-a-look-at-eligibility-services-and-spending/</a></p> <p>Social Security Administration (2018). <i>Benefits for children with disabilities</i>. Retrieved from <a href="https://www.ssa.gov/pubs/EN-05-10026.pdf">https://www.ssa.gov/pubs/EN-05-10026.pdf</a></p>
Week 3 April 2	<p>Lifespan Issue:</p> <ul style="list-style-type: none"> <li>• School-Age Children with Disabilities</li> </ul> <p>Policies:</p> <ul style="list-style-type: none"> <li>• IDEA &amp; IDEIA</li> </ul>	<p><b><u>Text:</u></b>            Chapter 11: <i>Education: Integration in the Least Restrictive Environment</i> (pp. 184-199)</p> <p><b><u>Basic overviews of IDEA:</u></b>            Explore the following for basic overviews of IDEA:</p>



Date	Topics	Readings
	<p>Contemporary Issues:</p> <ul style="list-style-type: none"> <li>School-to-prison pipeline &amp; racial disproportionality</li> </ul>	<ol style="list-style-type: none"> <li>American Psychological Association website: <a href="http://www.apa.org/advocacy/education/idea/index.aspx">http://www.apa.org/advocacy/education/idea/index.aspx</a></li> <li>US Department of Education overview: <a href="https://www2.ed.gov/about/offices/list/osers/idea35/history/idea-35-history.pdf">https://www2.ed.gov/about/offices/list/osers/idea35/history/idea-35-history.pdf</a></li> <li>Findlaw.com overview: <a href="http://education.findlaw.com/special-education-and-disabilities/an-overview-of-special-ed-law.html">http://education.findlaw.com/special-education-and-disabilities/an-overview-of-special-ed-law.html</a></li> </ol> <p><b><u>Optional readings on IDEA and IDEIA:</u></b></p> <p>Garda, R. J. (2006). Who is eligible under the Individuals with Disabilities Education Improvement Act?. <i>Journal of Law &amp; Education</i>, 35(3), 291-334.</p> <p>Yell, M. L., Katsiyannis, A., Ryan, J. B., Mcduffie, K. A., &amp; Mattocks, L. (2008). Ensure compliance with the Individuals with Disabilities Education Improvement Act of 2004. <i>Intervention in School &amp; Clinic</i>. 45-51.</p> <p><b><u>Readings on contemporary policy issues for youth:</u></b></p> <p>Mallett, C. (2009). Disparate juvenile court outcomes for disabled delinquent youth: A social work call to action. <i>Child &amp; Adolescent Social Work Journal</i>, 26(3), 197-207.</p> <p><b><i>In addition, please find 1 article or opinion piece addressing current issues in education for children with disabilities</i></b></p>
<p>Week 4 April 9</p>	<p>Contemporary Policy Issues for Transition-Age Youth &amp; Young Adults with Disabilities:</p> <ul style="list-style-type: none"> <li>Transition to adult systems of care</li> <li>Transition from foster care system</li> <li>Education &amp; employment for young adults</li> </ul>	<p><b><i>Due: Street Level Bureaucracy Reflection</i></b></p> <p><b><u>Readings on transition-age youth/young adults:</u></b></p> <p>Osgood, D. W., Foster, E. M., &amp; Courtney, M. E. (2010). Vulnerable populations and the transition to adulthood. <i>Future of Children</i>, 20(1), 209-229.</p> <p><b><u>Choose 1 of the following, OR locate an article that addresses transition issues for a population of interest to you:</u></b></p> <p>Friedman, N. D. B., Warfield, M. E., &amp; Parish, S. L. (2013). Transition to adulthood for individuals with autism spectrum disorder: Current issues and future perspectives. <i>Neuropsychiatry</i>, 3(2), 181-192.</p> <p>Hill, K. (2009). Individuals with Disabilities Act of 2004 and the John H. Chafee Foster Care Independence Act of 1999: What are the policy implications for youth with disabilities transitioning from foster care? <i>Child Welfare</i>, 88(2), 5-23.</p>
<p>Week 5 April 16</p>	<p>Lifespan Issue: Adulthood &amp; Disability</p> <p>Policies:</p> <ul style="list-style-type: none"> <li>Americans with Disabilities Act</li> </ul>	<p><b><u>Readings on the ADA:</u></b></p> <p><b><u>Text:</u></b></p> <p>Chapter 6: <i>The Americans with Disabilities Act</i> (pp. 88-109).</p> <p><b><u>Additional readings:</u></b></p> <p>Go to <a href="http://civilrights.findlaw.com/discrimination/disability-discrimination.html">http://civilrights.findlaw.com/discrimination/disability-discrimination.html</a> and explore “Disability Discrimination Basics” and “The Americans with Disabilities Act,” as well as any others of interest.</p> <p>Rozalski, M., Katsiyannis, A., Ryan, J., Collins, T., &amp; Stewart, A. (2010). Americans with Disabilities Act amendments of 2008. <i>Journal of Disability Policy Studies</i>, 21(1), 22-28.</p>

Date	Topics	Readings
	<p>Policies Related to Income &amp; Employment:</p> <ul style="list-style-type: none"> <li>• SSI &amp; other programs</li> <li>• Supported employment</li> <li>• Segregated vs. integrated employment</li> </ul> <p>Policies Related to Housing:</p> <ul style="list-style-type: none"> <li>• Olmstead Decision</li> <li>• NC DOJ Settlement</li> </ul>	<p><b><u>Readings on income, employment:</u></b>  <b><u>Text:</u></b>  Chapter 7: <i>Access to Jobs &amp; Health Care</i> (<b>read</b> pp. 110-117)</p> <p><b><u>Additional readings:</u></b>  For an overview of SSI, go to <a href="http://www.ssa.gov/redbook/index.html">http://www.ssa.gov/redbook/index.html</a></p> <p>For an overview of the Ticket to Work program, go to <a href="http://www.ssa.gov/work/overview.html">http://www.ssa.gov/work/overview.html</a></p> <p>For an overview of the SOAR (SSI/SSDI Outreach, Advocacy, &amp; Recovery) program, go to <a href="http://soarworks.prainc.com/">http://soarworks.prainc.com/</a></p> <p>Martinez, K. (2013). Integrated employment, Employment First, and U.S. federal policy. <i>Journal of Vocational Rehabilitation</i>, 38(3), 165-168.</p> <p><b><u>Optional (a bit long, but fascinating chronicle of the debate around segregated vs. integrated employment):</u></b>  Bates-Harris, C. (2012). Segregated and exploited: The failure of the disability service system to provide quality work. <i>Journal of Vocational Rehabilitation</i>, 36(1), 39-64.</p> <p><b><u>Readings on housing:</u></b>  <b><u>Text:</u></b>  Chapter 13: <i>Disability Rights in the 21<sup>st</sup> Century</i> (<b>read</b> pp. 221-225)  Read the Statement of Findings from the USDOJ v. NCDHHS Lawsuit. <b>Posted on Sakai.</b></p>
<p>Week 6 April 23</p>	<p>Policies Related to Guardianship &amp; Individual Rights for Adults with Disabilities</p> <p>Policies Related to Healthcare:</p> <ul style="list-style-type: none"> <li>• Medicaid</li> <li>• Medicare</li> </ul>	<p><b><u>Readings on guardianship &amp; individual rights:</u></b>  <b><u>Text:</u></b>  Chapter 13: <i>Disability Rights in the 21<sup>st</sup> Century</i> (<b>read</b> pp. 225-232)  Chapter 8 (<b>optional</b>): "Not Dead Yet" &amp; Physician-Assisted Suicide (pp. 132-148)</p> <p><b><u>Additional reading:</u></b>  Millar, D. S. (2013). Guardianship alternatives: Their use affirms self-determination of individuals with intellectual disabilities. <i>Education and Training in Autism and Developmental Disabilities</i>, 48(3), 291-305. <b>Read for an overview of the guardianship process and possible alternatives.</b></p> <p><b><i>In addition, find and read one article on guardianship, involuntary commitment, or similar for a population of interest to you.</i></b></p> <p><b><u>Readings on healthcare:</u></b>  <b><u>Text:</u></b>  Chapter 7: <i>Access to Jobs &amp; Health Care</i> (<b>read</b> pp. 121-126; 127-131)</p> <p><b><u>Optional readings:</u></b>  For an overview of Medicaid, see:  Kaiser Family Foundation (2013). <i>Medicaid: A primer</i>. Retrieved from <a href="http://kff.org/medicaid/issue-brief/medicaid-a-primer/">http://kff.org/medicaid/issue-brief/medicaid-a-primer/</a></p>

<b>Date</b>	<b>Topics</b>	<b>Readings</b>
		For an overview of Medicare, see: Kaiser Family Foundation (2010). <i>Medicare: A primer</i> . Retrieved from <a href="http://kff.org/medicare/issue-brief/medicare-a-primer/">http://kff.org/medicare/issue-brief/medicare-a-primer/</a>
Week 7 April 30	Policy Testimony Presentations	