



COURSE OUTLINE

SW479 **Social Work and Disability Issues**

3 Credit Course

PREPARED BY: Jordan Aslett, Instructor

DATE: September 9, 2022

APPROVED BY: Name, Title

DATE: Click or tap to enter a date

APPROVED BY SENATE: Click or tap to enter a date

RENEWED BY SENATE: Click or tap to enter a date



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Social Work and Disability Issues

INSTRUCTOR: Jordan Aslett
OFFICE LOCATION: A2208 or Zoom
E-MAIL: jaslett@yukonu.ca
TELEPHONE:

OFFICE HOURS: Tuesdays
TIME: Tuesdays 9am - 12pm
DATES: Sept 6 - Nov 22

COURSE DESCRIPTION

This course critically analyzes the concept of disability and various conditions defined as disabling. It will also outline concerns and activism within disability communities, and strategies for social work practitioners to support independence and social inclusion of persons who live with disabilities.

PREREQUISITES

Admission to BSW program

RELATED COURSE REQUIREMENTS

Can insert detail if online course, or computer required

EQUIVALENCY OR TRANSFERABILITY

For information about the transferability of this course, please contact the Bachelor of Social Work office.

LEARNING OUTCOMES

The best way to learn about working with and for people with disabilities is to do it (Mary, 2008). Still, this course will provide students with multiple ways and means to learn about, and demonstrate their understanding of, professional responsibilities and best practices in working with this population.

Through out this course, the student will:

1. Explore definitions and current theoretical models of disability and their effect

- on program planning and service delivery.
2. Be exposed to some of the major scholarly perspectives and professional issues in disability, social justice, and social policy.
 3. Develop greater awareness of the importance of advocacy in promoting inclusion versus exclusion in the areas of health and well-being of persons with disabilities.
 4. Examine different models of support and services for persons with disabilities and to identify best practices in the field of disability by demonstrating the use of these models when working with individuals.
 5. Examine social policy and legislation in relation to disabilities specifically focusing on the international and national rights of persons with disabilities.
 6. Explore ethical issues in the field of disabilities.
 7. Develop personal awareness of disability and professional responsibility to promote “abilities” and reject “othering” of persons with disabilities in order to foster independence and inclusion.

COURSE FORMAT

A variety of instructional methods will be used including pre-recorded lectures, video-chat discussions in small and large groups, community guest speakers. Students are encouraged to enhance learning for themselves and others by contributing their own resource materials, knowledge, and experience to class discussions and activities.

ASSESSMENTS:

Attendance & Participation

This course takes an “adult education” approach which facilitates active participation and meaningful collaboration of all student participants. Classes will often include experiential components. Full participation will not only benefit you, but will also enhance the learning environment for your student peers. *Punctual attendance and full participation is essential.* You are strongly encouraged to attend all classes, be prepared to participate (by completing the readings and assignments on the dates due) and be willing to engage with others in an open and collaborative manner.

IMPORTANT: Please make every effort to attend every class as absences hinder your

learning and those of your classmates. **Students missing more than two classes will lose 5% of their total grade for each additional class missed.** For example, if you miss three classes, you will have 5% taken off your final grade; four classes will result in a 10% deduction, etc.

It is your responsibility to ensure that you have signed the attendance sheet at the beginning of each class as these are the documents that will be used to determine whether deductions occur.

If you miss more than two classes, you may choose to speak with the instructor and ask for an additional assignment or assignments to complete in lieu of missed class(es). It is at the instructor's discretion whether to a) grant this request and b) determine the content and format of the assignment. This additional assignment must be completed satisfactorily prior to the end of term.

Detailed description of assignments and associated requirements will be provided on the first day of class. **Please note - all written assignments must meet the standard for accuracy in grammar and punctuation that is expected at a university level. Written assignments must also be well organized and typed/computer generated. Errors in spelling, grammar, and punctuation will affect your mark. You must use APA format.**

Due dates: Assignments are to be submitted **by email to the instructor, and by midnight on the date the assignment is due.** Hard copies of work submitted outside of class time must be signed and dated by Applied Arts or Health, Education and Human Services administrative staff. If you have serious extenuating circumstances please speak with your instructor **in advance** of the due date, regarding the possibility of an extension.

Penalties: Five (5) % of the assignment's value will be deducted for every day it is late, up to a maximum of five days, after which it will not be accepted.

Rewrites: The instructor is under no obligation to provide you opportunities to re-do your work after it has been submitted for marking. If you *are* given an opportunity to re-submit an assignment for marking, the highest grade you can obtain is 70%.

Assignment 1 – Critical Review (25%)

Due: Week 5 – October 7th (Friday)

Students will write a critical review of the documentary “The Freedom Tour.”

Assignments 2: Disabilities Through the Lifespan (Combined total of 45%)

Due: Week 10 – November 14th (Monday)

Students will choose three stages of life and craft 3, two to three-page critical reflections that considers emergent areas for social work practice. These reflections will be further substantiated through application of relevant research and/or other course materials, some of which will be provided by your instructor.

Assignment 3 - When People with Disabilities Fall through the Cracks (30%)

Due date: December 5th

Students will examine four personal stories profiled in their text and consider these in the context of human rights legislation, social work practice, and social justice aims.

EVALUATION

Assignment 1	25%
Assignment 2 (3 x 15%)	45%
Assignment 3	30%
Total	100%

REQUIRED TEXTS

Stienstra, D. (2012). *About Canada: Disability Rights*. Halifax: Fernwood Publishing.

Wehmeyer, M.L., Brown, I., Percy, M., Shogren, K.A., Fung, W. L. A., (Eds.). (2017). *A Comprehensive Guide to Intellectual and Developmental Disabilities*, (2nd Ed.). Baltimore: Paul H. Brookes Publishing Co, Inc.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon University recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukonu.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC): lac@yukonu.ca.

TOPIC OUTLINE

<p><i>September 6th - Week 1 Orientation</i></p>

In this first week, students will be provided with an overview of the course, assignments, and desired learning outcomes. Students will be introduced to:

- Learning objectives, expectations, and opportunities
- Introduction to course materials
- Language use and etiquette

Required reading:

NONE

<p><i>September 13 - Week 2 Disabilities in Today's Context</i></p>
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This class will include viewing of the film, "The Freedom Tour." See Assignment 1.

Key concepts and topics:

- Historical overview, and changing perspectives
- Definitions of disability (e.g., diagnostic, social)
- Human rights and self-advocacy

Required reading:

Wehmeyer, et al. (2017):

- Chapter 1 – What is meant by the terms' intellectual disability and developmental disabilities.

Wehmeyer, et al. (2017):

- Chapter 2: Historical overview of intellectual and developmental disabilities
- Chapter 5: International human rights and intellectual disability

September 20 – Week 3
Theoretical Models, Social Policy & Legislative Framework

Key concepts and topics:

- Current theoretical models of disability
- Legislation and social policy

Required Reading:

Stienstra, D. (2012):

- Chapter 2 People and policies in search of disability rights

Recommended Reading:

Wehmeyer, et al. (2017):

- Chapter 3: Changing perspectives on intellectual and developmental disabilities

September 27 - Week 4
Disability in Infancy & Childhood

Guest speaker: Social Worker Lucy Steele

Key concepts and topics:

- Critical periods of development and future health
- Responses to diagnosis, including diversity, cultural considerations, and religious differences
- Future directions and tensions

Required reading:

Mason, M. (n.d.) The breaking of relationships. Retrieved from: https://www.rc.org/page/liberationtheory/pt98_003_mm (Posted on Moodle)

Wehmeyer, et al. (2017):

- Chapter 33: The first 1000 days of fetal and infant development

Wehmeyer, et al. (2017):

- Chapter 40: Providing support that enhances a family's quality of life

<p><i>October 4 - Week 5</i> <i>Disability & Adolescence</i></p>
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Assignment 1 This Friday

Key concepts and topics:

- Planning and facilitating transition to adulthood
- Intersectionality
- Sexuality and emerging practices

Required reading & listening:

Stienstra, D. (2012): pp 42 - 48

Wehmeyer, et al. (2017):

- Chapter 37: The transition from school to adult life
- Chapter 41: Sexuality and people who have intellectual and developmental disabilities

CBC Radio's White Coat Black Art: Crisis of Care: (Link on Moodle)

<http://www.cbc.ca/radio/whitecoat/i-can-t-continue-to-do-this-forever-families-with->

children-aging-out-of-care-see-answers-1.4707909

October 11 - Week 6
Catch Up Week

October 18 - Week 7
Disability & Adulthood

Key concepts and topics:

- Employment & housing
- Parenting by people with intellectual disabilities

Required reading:

Stienstra, D. (2012): pp 48 – 63

Wehmeyer, et al. (2017):

- Chapter 38: Work and employment for people with intellectual and developmental disabilities

Recommended reading:

Wehmeyer, et al. (2017):

- Chapter 39: Lifestyles of adults with intellectual and developmental disabilities
- Chapter 42: Parenting by people with intellectual disabilities

October 25 - Week 8
Disability, Aging & Living with Loss

Key concepts and topics:

- Aging in place
- Ethics of decision-making and consent
- Grief and loss

Required reading:

Wehmeyer, et al. (2017):

- Chapter 44: Aging
- Chapter 45: Ethics of decision making and consent in people with developmental disabilities

<p><i>November 1 - Week 9:</i> <i>Social Work Roles, Skills, and Competencies</i></p>

Key concepts and topics for this class include:

- Professional responsibilities and best practices
- Bio-psycho-social-spiritual model of social work
- Making sense (and use) of neuropsychological assessments

Required listening & reading:

Wehmeyer, et al. (2017):

- Chapter 25: Introduction to Intellectual and Developmental Disability Service Systems

Recommended reading & listening:

Mary, N.L. (2008). An approach to learning about social work with people with disabilities. *Journal of Social Work in Disability & Rehabilitation*.6. Retrieved from http://dx.doi.org/10.1300/J198v06n01_01 **(On Moodle)**

Wehmeyer, et al. (2017):

- Chapter 24: An Introduction to Assessment, Diagnosis, Interventions, and Services
- Chapter 29: Challenging families, Challenging service systems

The Social Work Podcast: Episode 2 – Bio-psychosocial Spiritual Assessment and Mental Status Exam. **(See link posted on Moodle):**

- <https://socialworkpodcast.blogspot.com/2007/02/bio-psychosocial-spiritual-bpss.html>

November 8 - Week 10:

Challenging Behaviour

Assignment 2 – Monday November 14

Key concepts and topics:

- Behaviour as communication
- Sensory sensitivities
- Case conceptualization & hypothesis testing

Required reading:

Wehmeyer, et al. (2017):

- Chapter 28: Behavioral Intervention

November 30th - Week 11:

Communication & Multi-modal Supports

Key concepts and topics:

- Expressive and receptive language
- Communication aids in assessment and support planning
- Integrating visual aids in practice
- “Inclusive” communication in practice

Required reading:

Stienstra, D. (2012): pp 67 – 72

Wehmeyer, et al. (2017):

- Chapter 32: Augmentative and alternative communication

<p style="text-align: center;">November 15 - Week 12 <i>Sexual Abuse & Sexual Offending Behaviour</i></p>

Key concepts and topics:

- Consent & sexual exploitation
- Making sense of sexual offending behaviour by people with intellectual disabilities

Required reading:

Wehmeyer, et al. (2017):

- Chapter 35: Maltreatment of children with developmental disabilities

Highly recommended:

Levine, S.B. (2010) Sexual disorders and intellectual disabilities (2nd ed.). In Levine, S.B. Editor (Ed.), *Handbook of clinical sexuality for mental health professionals* (pp. 451-468). New York, N.Y.: Routledge **(On Moodle)**

<p style="text-align: center;">November 22 - Week 13 <i>Health and Mental Health Needs</i></p>
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Key concepts and topics:

- Recognizing and addressing co-occurring conditions of disability and mental health issues
- Diagnostic overshadowing

Required reading:

Stienstra, D. (2012): pp 72 - 77

Wehmeyer, et al. (2017):

- Chapter 47: Mental health needs

Recommended reading:

Wehmeyer, et al. (2017):

- Chapter 46: Physical health

Cobigo, V. & Stuart, H. (2010) Social inclusion and mental health. *Current Opinion in Psychiatry*. 23, 453-457 **(On Moodle)**

December 5th, 2022

The written component of Assignment 3 is due.