

University
of Regina



COURSE OUTLINE

SW479 **SOCIAL WORK AND DISABILITY ISSUES**

3 Credit Course

PREPARED BY: Jordan Aslett, Instructor

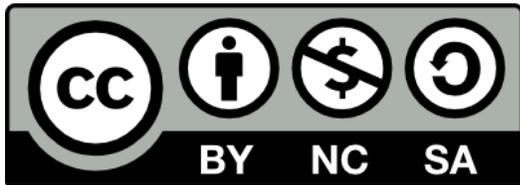
DATE: September 9, 2020

APPROVED BY:

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Social Work and Disability Issues

INSTRUCTOR: Jordan Aslett
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OFFICE HOURS: By Appointment
CLASSROOM: Virtual
TIME: 10am – 12pm
DATES: Mondays Sept 14 – Dec 8

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 19th

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 23rd

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 10th.

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.

