Course Overview

This course is intended to provide students with advanced knowledge and skills in assessment and intervention with people with disabilities. Students will be introduced to practice with people with disabilities across diagnosis, practice setting, and the lifespan. The course covers theories and models of intervention, current intervention techniques, direct practice skills, and evaluation of disability intervention. Emphasis will be given to understanding disability as a socially constructed category through which people experience discrimination and oppression. Emphasis will also be given to the role of the social worker in interdisciplinary practice settings and the role of the social worker in relationship to the disability movement.

Course Objectives

Upon completion of this course, students will be able to:

1) Demonstrate an awareness of their own assumptions, beliefs, values, and behaviors with regard to disability.
2) Build on the skills and competences developed in the foundation courses and acquire specialized knowledge and skills for working with people with disabilities.
3) Gain knowledge of the disability studies approach to analyzing disability which views disability as a category of social oppression.
4) Understand the impact of the history of disability intervention on current practice techniques and on consumers’ life experiences.
5) Understand the values, ethics, and theoretical perspectives that underlie current models of disability intervention.
6) Gain knowledge of the disability movement and the independent living movement.
7) Describe how race, class, gender, sexual orientation, and age affect persons with disabilities.
8) Identify several areas of social work practice with people with disabilities.

Academic Accommodations

To request academic accommodations due to a disability, please contact Disabled Student Services, 448 Schmitz, (206) 543-8924 (V/TTY). If you have a letter from Disabled Student Services indicating that you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for this class.
Expectations for the Instructor

- Provide instructional material, facilitate classroom instructions
- Help students integrate practice and theory
- Help students identify their practice strengths and gaps
- Provide a learning environment that promotes critical thought
- Provide timely evaluation on all student learning activities

Expectations for the Student

- Attend and actively participate in all class sessions
- Complete assigned readings prior to class
- Think critically about the course material
- Work to make connections between practice and theory
- Submit all work on time

Evaluation Methods

- Class participation 10%
- Reflection paper on societal and professional stereotypes 5%
  (2 pages)
  Due: Week 2 (April 8th)
  Read Mackelprang & Salsgiver’s chapter 1, “Societal and Professional Stereotypes”. How have the commonly held attitudes about disability that the authors describe influenced your beliefs and attitudes? What professional model(s) of disability most influence your views? How might your attitudes about disability impact your future work with people with disabilities?

- Intervention paper: part 1 35%
  (8-12 pages)
  Due: Week 7 (May 13th)
  A research paper on an intervention or treatment strategy is required for this course. Students may choose a treatment strategy with individuals, with families, or with groups or a policy to research and analyze. Students may choose interventions that are administered by social workers, by other professionals (e.g. occupational therapists, speech therapists), or by consumers (e.g. self-help, self-advocacy). The intervention chosen must have a clear relevance to people with disabilities and/or their families. Part I of the intervention paper assignment will include: a description of the chosen intervention, identification of the underlying theoretical perspective that informs the intervention, and a description of the targeted population.

- Intervention paper: part 2 40%
  (8-12 pages)
  Due: Week 10 (June 3rd)
  Part II of the intervention paper will include: a description of the intervention process and the impact on people with disabilities and/or their families. Students will also report on
outcomes of the intervention (both theoretical and empirical findings) and the barriers to intervention. Finally, students will discuss what other intervention strategies might be used to address the same problem.

- Presentation on intervention paper (individual or group)

**Due: Week 10 (June 3rd)**

Students will give presentations on their intervention papers. Students may give their presentations individually or may work in groups with other students researching similar topics. Groups may be no larger than three people.

**Course Text and Readings**

**Required texts:**

**Course reader:**
Required and recommended readings that are not contained in the required texts are available via our school’s electronic reserves. A print copy of the readings is also available on reserve in the library.

**Books on reserve:**
Session By Session Outline

Week 1 (April 1st): Course overview, definitions of disability
Introductions. Review syllabus and course expectations. Discussion of how disability is represented in our society and current definitions of disability that impact how we view disability.

Required Readings:
Rothman: chapter 5 & 7


Recommended Readings:
Rothman: chapter 10

Week 2 (April 8th): History of disability intervention
Overview of policies and practice theories of disability have influenced intervention from 1600s to present. Discussion of how changes in disability policy and practice theories have impacted the lives of individuals with disabilities.

DUE: Reflection paper on societal and professional stereotypes

Required Readings (disability history):
Rothman: chapters 2 & 3


Recommended Readings (disability history):


Required Readings (part 2):
Mairs: chapters 1-3 “Plugging In”, “Ups and Downs”, & “Body in Trouble”
Week 3 (April 15th): Models of disability intervention
Overview of the medical/rehabilitation model, social/independent living model, and interdependency models of disability. Discussion of frameworks of social work practice that apply to disability practice.

Guest presenter: Dennis Lang, Director of Disability Studies Development, University of Washington

Required Readings:
Rothman: chapters 1 & 13


Recommended Readings:

Week 4 (April 22nd): Assessment of children with disabilities, working in interdisciplinary settings, diagnoses
Presentation on the social worker’s role in assessing childhood disability, and the social worker’s role in relation to other disciplines. Discussion on the role of diagnoses in disability practice.

Guest presenters: Sally Stuart, LICSW, Center on Human Development and Disabilities

Required Readings:
Rothman: chapter 6 & 8

Choose one chapter on a specific discipline from:

**Recommended Readings:**
Mairs: chapter 7 “Young and Disabled”


**Week 5 (April 29th): Intervention approaches with children and their families**
Presentation on IEPs and school-based services. Discussion of early intervention services and family support.

**Guest Presenter:** Pearl Wollin, LICSW
Yvonne Link, director of Parent-to-Parent Power

**Required Readings:**


Read Module 4: Six Principles of IDEA & Module 7: IEPs (Individualized Education Programs)

**Recommended Readings:**


Week 6 (May 6th): Assessment of adult-onset disabilities

**Guest Presenter:** TBA

**Required Readings:**
Rothman: chapters 11


**Recommended Readings:**
Rothman: chapter 9 & 12


Week 7 (May 13th): Families of adults with disabilities/intersection of aging and disability

**DUE:** Intervention paper: part 1

**Guest presenter:** Catherine Kendall, LICSW

**Required Readings:**
Mairs: chapters 4-6 “Taking Care”, “Opening Doors, Unlocking Hearts”, & “Freeing Choices”


**Recommended Readings:**


Week 8 (May 20th): Independent living model, person-centered practice, influence of disability rights movement
**Guest presenters:** Jerry Kessinger, LICSW, Division on Developmental Disabilities
Jeff Grace, Independent Living Specialist, Division on Developmental Disabilities

**Required Readings:**

**Recommended Readings:**
Rothman: chapters 14 & 15


**Week 9 (May 27th): Sex, money, diet, and questions about rights and consent**

**Required readings:**

**Recommended Readings:**


**Week 10 (June 3rd): Presentations on intervention papers**

**DUE**: presentations and final intervention papers
Class Resources

Class list server: soc_w594a_sp04@u.washington.edu
The class list server may be used for posting announcements, for discussion, or for posting information about assignments or course materials.

My website: https://students.washington.edu/sneelyba/. Check out ‘resources and links’ for a list of disability related web sites and readings on selected disability topics. Check out ‘models of disability’ for an overview of intervention models.

Other websites of interest:
The Disability Studies Quarterly offers free access to their journal online at: http://www.dsq-sds.org/. The most recent issue was on disability culture in children’s literature. Select ‘issues’ to see articles from past issues.

Lots of great resources on children and families with disabilities can be found at the National Dissemination Center for Children with Disabilities website: http://www.nichcy.org/.

Intervention paper
(Examples of possible topics)

Person-centered planning/lifestyles planning
Independent living
Self-advocacy
Community integration programs
Internet support groups/chat rooms
Sibshops
Social skills groups
Sensory integration
Applied Behavioral Analysis therapy
Cochlear implants
Assistive technology
Augmentative communication devices
Individual Education Plans (IEP)
Early intervention (birth-3 services)
Family support

Examples of policy topics:
MiCASSA
Guardianship
The Americans with Disabilities Act (ADA)
Individuals with Disabilities in Education Act (IDEA)