



## *The Hebrew University of Jerusalem*

### *Syllabus*

# ***DISABILITY AS CHALLENGE TO INDIVIDUAL FAMILY AND - 3454***

*Last update 17-11-2013*

*HU Credits: 2*

*Degree/Cycle: 1st degree (Bachelor)*

*Responsible Department: Social Work*

*Academic year: 2*

*Semester: 1st Semester*

*Teaching Languages: Hebrew*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Dr. Shirli Werner*

*Coordinator Email: [shirli.werner@mail.huji.ac.il](mailto:shirli.werner@mail.huji.ac.il)*

*Coordinator Office Hours: Tuesday 11-12*

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Teaching Staff:

Dr. Shirli Werner

Course/Module description:

*This course is designed to impart knowledge in the field of rehabilitation within an outlook of theory, research and application. The course deals with situations of disability throughout the life cycle from the social, family and personal aspect. During the course there will be presented and discussed concepts, approaches and different models for understanding situations of disability and understanding of the rehabilitation process. The course will put emphasis on the status and the exclusion of people with disabilities and will focus on policies and laws designed to bring empowerment and inclusion of people with disability in the community. In addition, the course will focus on the role of the social worker in rehabilitation and treatment of people with developmental disabilities and their families.*

Course/Module aims:

- 1. Presenting theoretical models for understanding disability and handicap situations.*
- 2. Presenting models for understanding individual coping and dealing with situations of family disability.*
- 3. Knowledge about the environmental and social factors that affect the social integration of persons with disabilities.*
- 4. Knowledge of basic and therapeutic values in treating a person with a disability and their family.*

Learning outcomes - On successful completion of this module, students should be able to:

- 1. Describe theoretical models for understanding situations of disability and identify differences between the models.*
- 2. Present the reasons for the development of a developmental disability.*
- 3. Assess and monitor the effects of environmental and community in the lives of people with disabilities and their families.*
- 4. Understanding of theoretical models to describe individual coping and dealing with situations of family disability.*
- 5. Evaluate and monitor the contribution of law and social policy in the world and in Israel to promote the status of people with disability.*
- 6. Examine and criticize theoretical literature and research in the area being studied.*

Attendance requirements(%):

100%

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Teaching arrangement and method of instruction: The course will include several methods of instruction including frontal instruction, discussion on field cases, movies, discussion and active participation of students.

Course/Module Content:

1. Intellectual disability and other disabilities: Definition and theoretical models
2. Etiology for intellectual disability
3. Community - stigma and attitudes towards people with disabilities
4. Community - law and policy
5. The family - the family system in families in which a member has a disability and family quality of life
6. The individual - coping with disability
7. Dual diagnosis - Co-morbidity of intellectual disability and psychiatric illness
9. Ethical and professional dilemmas in working with people with disabilities

Required Reading:

\* Buntinx, W.H.E., & Schalock, R.L. (2010). Models of disability, quality of life, and individualized supports: Implications for professional practice in intellectual disability. *Journal of Policy and Practice in Intellectual Disability*, 7, 283-294.

\* Nunkoosing, K. (2012). The social construction of learning disability. In H.E. Atherton & D.J. Crickmore. *Learning disabilities: Toward inclusion*. Elsevier: Churchill, Livingstone (pp. 3-16).

\* Moon, M. (2005). Autism - my sensory experience. Come to your senses - From theory & research to practice: Sensory therapy & disabilities. 1st International Conference. Toronto: MukiBaum Treatment Centres.

\* Makela, N.L., Birch, P.H., Friedman, J.M., & Marra, C.A. (2009). Parental perceived value of a diagnosis for intellectual disability (ID): A qualitative comparison of families with and without a diagnosis for their child's ID. *American Journal of Medical Genetics Part A*, 149A, 2393-2402.

\* Paterson, L., McKenzie, K., & Lindsay, B. (2012). Stigma, social comparison and self-esteem in adults with an intellectual disability. *Journal of Applied Research in Intellectual Disabilities*, 25, 166-176.

\* Werner, S., & Roth, D. (in press). Stigma toward people with intellectual disability. In P. Corrigan (Ed.). *Stigma of disease and disability*. American Psychological Association.

\* רימרמן, א., סופר, מ., דגן, צ., רוטלר, ר., משאלי, ל., וקוזי, ע. (2011). תעסוקה, רווחה ומיסוי של אנשים עם מוגבלויות בישראל. פרק שני - המדיניות כלפי אנשים עם מוגבלות בישראל: סקירה היסטורית ומציאות עכשווית (עמ' 132-146). המוסד לביטוח לאומי.

\* Hyung, S.K. (2010). UN Disability Rights Convention and implications for social work practice. *Australian Social Work*, 63, 103-116.

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- \* Richardson, M. (2012). Values-based support. In H.E. Atherton & D.J. Crickmore. *Learning disabilities: Toward inclusion*. Elsevier: Churchill, Livingstone (pp. 55-73).
- \* Gardiner, E., & Iarocci, G. (2012). Unhappy (and happy) in their own way: A developmental psychopathology perspective on quality of life for families living with developmental disability with and without autism. *Research in Developmental Disabilities, 33*, 2177-2192.
- \* Neikrug, S., Roth, D., & Judes, J. (2011). Lives of quality in the face of challenge in Israel. *Journal of Intellectual Disability Research, 55*, 1176-1184.
- \* Livneh, H., Parker, R.M. (2005). Psychological adaptation to disability: Perspectives from chaos and complexity theory. *Rehabilitation Counselling Bulletin, 49*, 17-29.
- \* Weitzner, E., Surca, S., Wiese, S., Dion, A., Roussos, Z., Renwick, R., Yoshida, K. (2011). Getting on with life: Positive experiences of living with a spinal cord injury. *Qualitative Health Research, 21*, 1455-1468.
- \* Taggart, L. (2012). Mental health problems in people with learning disabilities. *Learning disabilities: Toward inclusion*. Elsevier: Churchill, Livingstone (pp. 300-17).
- \* Werner, S. (2012). Individuals with intellectual disabilities: A review of the literature on decision-making since the Convention on the Rights of People with Disabilities (CRPD). *Public Health Reviews, 34* (2), 1-27.
- \* שייקספיר, ו. (2011). אבחנה טרום-לידתית כדילמה של נכות - הרהורים. בתוך מ. חובב וב. הוזמי (עורכים). משילוב להשתלבות: אתגרים וצמיחה במעגל החיים (עמ' 129-121). גבעתיים: הוצאת רותם.

#### Additional Reading Material:

Luckasson, R., & Schalock, R.L., What's at stake in the lives of people with intellectual disability? Part II: Recommendations for naming, defining, diagnosing, classifying, and planning supports. *Intellectual and Developmental Disabilities, 51*, 94-101.

Salvador-Carulla, L., & Bertelli, M. (2008). 'Mental retardation' or 'intellectual disability': Time for a conceptual change. *Psychopathology, 41*, 10-16.

עילם, ג. (2007). איך לדבר ולכתוב על אנשים עם מוגבלות? עמותת נגישות ישראל (ניתן להוריד מאתר האינטרנט).

Chan, F., Livneh, H., Pruett, S., Wang, C.C., & Zheng, L.X. (2009). Societal attitudes toward disability: Concepts, measurements, and interventions. In F. Chan, E.S. Cardoso & J.A. Chronster (Eds.). *Understanding psychosocial adjustment to chronic illness and disability: A handbook for evidence-based practitioners in rehabilitation*

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(pg. 333-363). New York: Springer Publishing Company.

ליבוביץ, ת. (2001). חוק שיווין הזדמנויות לאנשים עם מוגבלות: מדריך לחוק. ירושלים: בזכות. פינדלר, ל. (2011). צמיחה מאחורי הקלעים: הורים, אחאים, סבים וסבתות לילדים עם נכות. בתוך מ. חובב וב. הוזמי (עורכים). משילוב להשתלבות: אתגרים וצמיחה במעגל החיים (עמ' 227-257). גבעתיים: הוצאת רותם.

Manning, M.M., Wainwright, L., & Bennett, J. (2011). The Double ABCX Model of adaptation in racially diverse families with a school-age child with autism. *Journal of Autism and Developmental Disorders*, 41, 320-331.

Moyson, T., & Roeyers, H. (2012). 'The overall quality of my life as a sibling is all right, but of course, it could always be better'. Quality of life of siblings of children with intellectual disability: The siblings' perspectives. *Journal of Intellectual Disability Research*, 56, 87-101.

Rosenthal, D.A., Kosciulek, J., Lee, G.K., Frain, M., & Ditchman, N. (2009). Family adaptation to chronic illness and disability. In F. Chan, E.S. Cardoso & J.A. Chronster (Eds.). *Understanding psychosocial adjustment to chronic illness and disability: A handbook for evidence-based practitioners in rehabilitation* (pg. 185-206). New York: Springer Publishing Company.

Lyons, G. (2010). Quality of life for persons with intellectual disabilities: A review of the literature. In R. Kober (Ed.). *Enhancing the quality of life of people with intellectual disabilities: From theory to practice* (pg. 73-107). New York: Springer.

הוזמי, ב. (2011). התנהגות מאתגרת בקרב אנשים עם פיגור שכלי. בתוך מ. חובב וב. הוזמי (עורכים). משילוב להשתלבות: אתגרים וצמיחה במעגל החיים (עמ' 187-210). גבעתיים: הוצאת רותם.

McDonald, K.E., & Kidney, C.A. (2012). What is right? Ethics in intellectual disabilities research. *Journal of Policy and Practice in Intellectual Disabilities*, 9, 27-39.

#### Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 85 %

Assignments 15 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

#### Additional information:

Instructions for submitting comments on the class website:

Throughout the year I'll post seven questions for discussion to the course website.

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*Of all the questions you will have to answer four questions. The questions require you to read and apply the reading material. The answer has to be short and focused (not more than half a page ) but it has to show careful thought. The answer has to be posted on the discussion group on the course website. The discussion group is open to all participants and the other students in the course will be able to see your answers . Also, I may use your responses to enrich class discussion and I may ask you to present what you wrote in class. The questions will be posted to the site on Tuesday after a frontal lesson. The answers have to be on the site until the following Monday at 8:00 am To receive a passing grade 4 questions have to be answered throughout the semester in depth and the answer has to be submitted in time. Answers will not be accepted if they are printed or in my email. A grade will not be given to answers that did not show deep thought.*

*The guidelines for the work shall be provided during the semester.*