The Hebrew University of Jerusalem

Syllabus

DISABILITY AS CHALLENGE TO INDIVIDUAL FAMILY AND - 3454

Last update 19-09-2014

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

Coordinator Office Hours: Tuesday 11-12

<u>*Teaching Staff:*</u>
  Dr. Shirli Werner

<u>*Course/Module description:*</u>
  This course is designed to impart knowledge in the field of disability by looking into theory, research and application. The course examines disability throughout the life cycle from the social, family and personal aspect. Concepts, approaches and different disability models will be presented and discussed. The course will put emphasis on the status and the exclusion of people with disabilities and will focus on policies and laws designed to empower and include 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.

<u>*Course/Module aims:*</u>
  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 inclusion of persons with disabilities.
4. Knowledge of basic and therapeutic values in treating a person with a disability and their family.

<u>*Learning outcomes - On successful completion of this module, students should be able to:*</u>
  1. Describe theoretical disability models and identify differences between the models.
2. Present the reasons for the development of a developmental disability.
3. Assess and discuss the effects of environmental and community on the lives of people with disabilities and their families.
4. Understanding of theoretical models to describe individual and familly coping and adaptation to 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 disability area.

<u>*Attendance requirements(%):*</u>
  100%

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.

<u>*Course/Module Content:*</u>
 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 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

<u>*Required Reading:*</u>
 מוגבלות שכלית ונכויות: הגדרות ומודלים תיאורטיים
* 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).

 אטיולוגיה (סיבות) לנכות התפתחותית, כולל מידע על מספר נכויות ותסמונות
* רוטלר, ר., וגיל, ר. (2010). על הספקטרום ומעבר לו: ייצוג אנשים אוטיסטים - שונות, יכולות, זכויות ומה שביניהן. מעשי משפט, ג, 83-100.
* 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.
 מעגל הקהילה - סטיגמה ועמדות חברתיות כלפי נכות

* 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. (2014). Stigma toward people with intellectual disability. In P. Corrigan (Ed.). Stigma of disease and disability. American Psychological Association.

 מעגל הקהילה – חוק ומדיניות

* 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.

* Muir, K. & Goldblatt, B. (2011). Complementing or conflicting human rights convention? Realising an inclusive approach to families with a young person with a disability and challenging behaviour. Disability & Society, 26, 629-642.

מעגל המשפחה - המערכת המשפחתית במצבים של נכות התפתחותית ואיכות חיים

* Paynter, J., Riley, E., Beamish, W., Davis, M., & Milford, T. (2013). The double ABCX model of family adaptation in families of a child with an autism spectrum disorder attending an Australian early intervention service. Research in Autism Spectrum Disorders, 7, 1183-1195.

* Hans, S., & Schalock, R.L. (2014). How organizations can enhance the quality of life of their clients and assess their results: The concept of QOL enhancement. American Journal on Intellectual and Developmental Disabilities, 119, 291-302.

* Shikako-Thomas, K., Bogossian, A., Lack, L.M., Shevell, M., & Majnemer, A. (2012). Parents' perspectives on the quality of life of adolecents with cerebral palsy: Trajectory, choices and hope. Disability & Rehabilitation, 35, 2113-2122.

מעגל הפרט - התמודדות הפרט עם מצבי נכות
* Livneh, H., & Martz, E. (2012). Adjustment to chronic illness and disabilities: Theoretical perspectives, empirical findings, and unresolved issues. In P. Kennedy (Ed.), Oxford handbook of rehabilitation psychology (pp. 47– 87). Oxford, England: Oxford University Press. doi: 10.1093/oxfordhb/9780199733989.013.0004

דילמות אתיות ומקצועיות בטיפול באנשים עם מוגבלות שכלית ונכויות

* גילבר, ר. (2010). הצורך בהכרעות קשות בתביעות של חיים בעוולה והולדה בעוולה, הערות והארות בעקבות ת"א (מחוזי-חיפה) 259/02 פלוני נ' מדינת ישראל. מאזני משפט, ז, 441-474.

* Richardson, M. (2012). Values-based support. In H.E. Atherton & D.J. Crickmore. Learning disabilities: Toward inclusion. Elsevier: Churchill, Livingstone (pp. 55-73).

 Additional Reading Material:
אטיולוגיה (סיבות) לנכות התפתחותית, כולל מידע על מספר נכויות ותסמונות

Luckasson, R., & Schalock, R.L. (2013). 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.

מעגל הקהילה - סטיגמה ועמדות חברתיות כלפי נכות

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

מעגל הקהילה – חוק ומדיניות

ליבוביץ, ת. (2001). חוק שיוויון הזדמנויות לאנשים עם מוגבלות: מדריך לחוק. ירושלים: בזכות.

מעגל המשפחה - המערכת המשפחתית במצבים של נכות התפתחותית ואיכות חיים

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.

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.

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.

מעגל הפרט - התמודדות הפרט עם מצבי נכות

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.

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.

אבחנה כפולה – מחלה פסיכיאטרית בקרב אנשים עם מוגבלות שכלית

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.

Taggart, L. (2012). Mental health problems in people with learning disabilities. Learning disabilities: Toward inclusion. Elsevier: Churchill, Livingstone (pp. 300-17).

דילמות אתיות ומקצועיות בטיפול באנשים עם מוגבלות שכלית ונכויות
שייקספיר, ו. (2011). אבחנה טרום-לידתית כדילמה של נכות – הרהורים. בתוך מ. חובב וב. הוזמי (עורכים). משילוב להשתלבות: אתגרים וצמיחה במעגל החיים (עמ' 121-129). 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 85 %
 Presentation 0 %
 Participation in Tutorials 0 %
 Project work 0 %
 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 on the course website. 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 deep 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 persent what you wrote in class. The questions will be posted to the class forum on Tuesday after the frontal lesson. The answers have to be put on the class forum no later than 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 on time. Answers will not be accepted in print or email. A grade will not be given to answers that did not shows deep thought.

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