Syllabus

DISABILITY AS CHALLENGE TO INDIVIDUAL FAMILY AND
- 3454

Last update 11-09-2016

HU Credits:  2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: social work

Academic year:  0

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: Wednesdays 12:15 to 13:15 or upon request

Teaching Staff:
Dr. Shirli Werner
Course/Module description:
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 span from the social, family and personal perspective. Concepts, approaches and different disability models will be presented and discussed. The course will focus on personal coping and identity of individuals with disabilities. The course will emphasize the status and exclusion of people with disabilities in society and will focus on policies and laws designed to empower and include people with disability in the community.

Course/Module aims:
1. Presenting theoretical models for disability.
2. Presenting models for understanding individual coping with disability and identity development.
3. Present models to understand familial coping with disabilities and traumatic growth.
4. Knowledge about the environmental and social factors that affect the social inclusion of persons with disabilities.
5. 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 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 factors on the lives of people with disabilities and their families.
4. Understanding of theoretical models to describe individual coping and development of personal and group identity.
5. Describe theoretical models to describe familial coping with disabilities and traumatic growth.
6. Evaluate and monitor the contribution of law and social policy in the world and in Israel to promote the status of people with disability.
7. Examine and criticize theoretical literature and research in the disability area.

Attendance requirements(%):
100%

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

Course/Module Content:
1. Disability: Definition and theoretical models
2. Etiology of intellectual disability, autism and sensory impairments
3. Dual diagnosis
4. The individual - coping with disability, empowerment and identity
5. The family - the family system in families in which a member has a disability and post-traumatic growth
6. Siblings
7. Community - stigma
8. Community - law and policy

Required Reading:


* Scior, K. (2016). Service users' and carers' experiences of mental health services. In C. Hemmings & N. Bouras (Eds.), Psychiatric and behavioral disorders in intellectual and developmental disabilities (pp. 262-268). Cambridge, UK:
Cambridge University Press.

מעגל הפרט: המודדונות הפרט, העצמה והיזם

* רוטלר, ר., וגיל, ר. (2010). על הספקטרום ומעבר לו: ייצוג אנשים אוטיסטים - ושרות, יוכלות, זכויות
ומחים משותפים. משעון, 12(2): 83-100.


* דבדבני, וק. פלדמן (עורכים), מהדרה להכלה: החיים בקהילה של אנשים עם מוגבלויות בישראל (עמ' 217-245). שק"ל, ירושלים:כרמל.


Additional Reading Material:


*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 present 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 show deep thought.