Syllabus

DISABILITY AS CHALLENGE TO INDIVIDUAL FAMILY AND - 3454

Last update 17-11-2013

HU Credits: 2

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

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%

**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
8. Ethical and professional dilemmas in working with people with disabilities

Required Reading:


* Gardiner, E., & Iarocci, G. (2012). Unhappy (and happy) in their own way: A developmental psychopathology perspective on quality of life for families living with...
* Additionally, see:

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.**


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. 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.