The Hebrew University of Jerusalem logo — האוניברסיטה העברית בירושלים / THE HEBREW UNIVERSITY OF JERUSALEM

The Hebrew University of Jerusalem

Syllabus

Disability in the field: Services and organizations of/for people with disabilities - 3985

 Last update 03-09-2023

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Social Work

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Prof. Shirli Werner

 Coordinator Email: shirli.werner@mail.huji.ac.il

Coordinator Office Hours: upon request

Teaching Staff:
  Prof Shirli Werner

Course/Module description:
  This concentrated course is designed to provide an initial introduction to the field of disability from a social perspective as reflected in the services and organizations of and for people with disabilities. The course will specifically focus on the role of social workers in these services. The social approach to disability sees disability as a multifaceted phenomenon shaped, among other things, by environmental, cultural, historical and political factors. The course will ask the students to critically examine the ways in which the social perspective of disability is reflected (or not) in the construction of services.

Course/Module aims:
  1. Expose students to the social perspective of disability.
2. Be familiarized with services for people with disabilities and their families at different life stages and areas.
3. Get familiarized with the role of social workers who work in services for people with disabilities.
4. To critically examine the compatibility between the prevailing approaches in the field of disability and current services.

Learning outcomes - On successful completion of this module, students should be able to:
  1. To identify if and how theoretical models for disability are reflected in the construction of services for people with disabilities.
2. Explain the role of the social worker in services for people with disabilities.
3. Identify strengths and weaknesses in fulfilling the role of social workers in services for people with disabilities.
4. To offer alternatives for improving current service implementation.

Attendance requirements(%):
  100

Teaching arrangement and method of instruction: The course is mostly based on tours within disability services where we will talk to social workers and service recipients.

Course/Module Content:

1. *Individual model and social models for disability.*
2. *The legal basis in the field of disability: the Equal Rights for Persons with Disabilities Law, the United Nations Convention on the Rights of Persons with Disabilities, the Welfare Services Law.*
3. *The right to choose, independence and supported decision-making.*
4. *The role of the social worker in the field of disabilities.*
5. *Community inclusion in housing, employment, leisure and education.*

<u>*Required Reading:*</u>

***שייקספיר, ט' (2016). המודל החברתי של המוגבלות. בתוך: נ. זיו, ש. מור, וא. איכנגריין. (עורכות).*
לימודי מוגבלות בעברית: מקראה (עמודים 89-100). מכון ון ליר בירושלים: הוצאת הקיבוץ המאוחד.
(מתורגם מתוך Reader Studies Disability .pp 266-273, 2010)

***הולר, ר', וקריים, י'. (2022). שירותי רווחה לאנשים עם מוגבלות: משירותי רווחה מוסדיים ונפרדים לשירותים מבוססי קהילה, עצמאות ואוטונומיה, פרק 7 (עמ' 205 – 240). הזכות לרווחה טובה. מכון חרוב והאוניברסיטה העברית בירושלים.*

<u>*Additional Reading Material:*</u>
רקע תיאורטי בתחום מודלים למוגבלות
מור, ש' (2019). עשרים שנה לחוק שוויון זכויות לאנשים עם מוגבלות: קווים לדמותה של מהפכה משפטית בהתהוות. משפט וממשל, כ, 267-301 .

Babik, I. & Gardner, E. S. (2021). Factors affecting the perception of disability: A developmental perspective. Frontiers in Psychology, 12, 702166. https://doi.org/10.3389/fpsyg.2021.702166

Barnes, C. (2020). Understanding the social model of disability. In N. Watson, A. Roulstone, & C. Thomas (Eds.), Routledge handbook of disability studies (pp. 14-31). Routledge.

Berghs, M., Atkin, K., Hatton, C., & Thomas, C. (2019). Do disabled people need a stronger social model: A social model of human rights? Disability & Society, 34, 7-8, 1034-1039. DOI: 10.1080/09687599.2019.1619239

Gerard, Q. (2009). A short guide to the United Nations Convention on the Rights of Persons with Disabilities. In: European Yearbook of Disability Law (Gerard Quinn & Lisa Waddington, eds.) Oxford: Hart Publishing, 89-114.

Haegele, J.A., & Hodge, S. (2016). Disability discourse: Overview and critiques of the medical and social models. Quest, 68, 193-206. https://doi.org/10.1080/00336297.2016.1143849

Heyer, K. (2015). The disability revolution: From welfare to rights. In K. Heyer (Ed.), Rights enabled: The disability revolution, from the US, to Germany and Japan, to the United Nations (pp. 15-24). Ann Arbor: University of Michigan Press.

Lawson, A., & Beckett, A. E. (2021). The social and human rights models of disability: Towards a complementarity thesis. The International Journal of Human Rights, 25,2, 348-379. https://doi.org/10.1080/13642987.2020.1783533

Shakespeare, T. (2017). The social model of disability. In L.J. Davis (Ed.) The disability studies reader. Routledge: New York, pp. 195-203

Retief, M. & Letšosa, R.)2018(. 'Models of disability: A brief overview'. HTS Teologiese Studies/ Theological Studies 74(1), a4738. https://doi.org/ 10.4102/hts.v74i1.4738. http://www.scielo.org.za/pdf/hts/v74n1/06.pdf

Waldschmidt, A. (2018). Disability-culture-society: Strengths and weaknesses of a cultural model of dis/ability. ALTER, European Journal of Disability Research, 12, 67-80. https://doi.org/10.1016/j.alter.2018.04.003

תפקיד העובדת הסוציאלית בתחום המוגבלות

Acosta-Jiménez, M.A. (2022). Social work practices towards people with disabilities in Portugal: A reflectiveness proposal for conscious interventions and social work training. Social Work Education, 41(5), 943-961. https://doi.org/10.1080/02615479.2021.1903852

Kim, H. S. (2010). UN Disability Rights Convention and implications for social work practice. Australian Social Work, 63, 103-116.

Morgan, H. (2012). 'The social model of disability as a threshold concept: Troublesome knowledge and liminal spaces in social work education'. Social Work Education, 31(2), 215–26.

שירותי דיור לאנשים עם מוגבלות

Fisher, K. R., Purcal, C., Jones, A., Lutz, D., Robinson., S., & Kayess, R. (2021). What place is there for shared housing with individualized disability support? Disability and Rehabilitation, 43(1), 60-68. https://doi.org/10.1080/09638288.2019.1615562

Heyer, K. (2015). Disability rights as human rights. In K. Heyer (Ed.), Rights Enabled: The Disability Revolution, from the US, to Germany and Japan, to the United Nations (pp. 167-177). Ann Arbor: University of Michigan Press.

Šiška, J., & Beadle-Brown, J. (2022). Progress on deinstitutionalisation and the development of community living for persons with disabilities in Europe: Are we nearly there? Disability & Society. https://doi.org/10.1080/09687599.2022.2071676

זכות הבחירה של אנשים עם מוגבלות

Bjornsdottir, K., Stefansdottir, G.V., & Stefansdottir, A. (2015). 'It's my life': Autonomy and people with intellectual disabilities. Journal of Intellectual Disabilities, 19, 5-21.

Davidson, G., Kelly, B., Macdonald, G., Rizzo, M., Lombard, L., Abogunrin, O., Clift-Matthews, V., & Martin, A. (2015). Supported decision making: A review of the international literature. International Journal of Law and Psychiatry, 38, 61-67.

Holler, R., Werner, S., Tolub, Y., & Pomerantz, M. (2020). Choice within the Israeli Welfare State: Lessons learned from legal capacity and housing services. In R.J. Stancliffe, M. Wehmeyer K. Shogren, & B.H. Abery (Eds.), Choice, preference, and disability: Promoting self-determination across the life-span. Switzerland: Springer.

Holler, R., & Werner, S. (2022). Between the convention and conventional practice: Israeli social workers' recommendations regarding the legal capacity of people with disabilities. Journal of Applied Research in Intellectual Disabilities, 35, 826-833. https://doi.org/10.1111/jar.12986.

Waldschmidt, A., & Sépulchre, M. (2019). Citizenship: Reflections on a relevant but ambivalent concept for persons with disabilities. Disability & Society, 34, 421-448, DOI: 10.1080/09687599.2018.1543580

תחום ההשכלה
Greenstein, A. (2016). Radical inclusive education: Disability, teaching and struggles for liberation. Routledge: London and New York. Chapter 2: Reading schools through a dis-ability lens: Arguing for the need to develop radical inclusive pedagogy (pp. 36-53)

תחום התעסוקה
אלבין, ע' ומור, ש' (2018). ייצוג הולם של אנשים עם מוגבלויות בתעסוקה בישראל. עבודה, חברה ומשפט, טו, 75 – 117.

דרך, ר', ברקאי-אהרונוף, א' וברכפלד, א' (2023). שחר של יום חדש (?): בעקבות ע"ע 30279-05-19 חיים זר נ' מת"ש – מרכזי תעסוקה שיקומיים בע"מ ואח' (10.10.2021, פורסם בנבו). מוגבלות וחברה: מחקר ופרקטיקה, 2, 89 – 98.

הולר, ר' (2023). הגישה(ות) החברתית של המוגבלות ושוליותם של אנשים עם מוגבלות בשק העבודה השכירה. מוגבלות וחברה: מחקר ופרקטיקה, 2, 9 - 22.

חנינה, נ' (2023). "לך תדע מה זו הפליה": המאבק בתופעת ההפליה של אנשים עם מוגבלות בתעסוקה. מוגבלות וחברה: מחקר ופרקטיקה, 2, 63 – 76.

קידר, א' וגל, ג' (2017).תהליך עיצוב המדיניות של שכר מינימום מותאם: ישראל כחקר מקרה. ביטחון סוציאלי, 102, 1-41.

שלהב-דורון, ע' וכץ, ד' (2023). מח"ר (מפעלים חברתיים רווחים) תעשייתי, הפעלת קבוצות תעסוקה

בשוק החופשי – הזדמנות על פני הרצף. מוגבלות וחברה: מחקר ופרקטיקה, 2, 77 – 88.

Grading Scheme:
 Essay / Project / Final Assignment / Home Exam / Referat 100 %

Additional information:
 Final assignment 100%