University of Minnesota School of Social Work
Syllabus

SW 8262 Empowerment Practice with Persons with Disabilities

Part I: Course information

SW 8262-Empowerment Practice with Persons with Disabilities
2 credits

Faculty contact:
Name:
Email:
Phone:
Office Location:

Course descriptions:

a. Short Version
This course provides instruction on the models of disability, types of disability, and common social work practices used when working with persons with disabilities. This course includes social work practice knowledge and skills for use across the lifespan, across cultures and for use in various settings.

b. Long Version
This course introduces students to social work practice with people with disabilities. Contrasting definitions of ‘disability’ set the foundation for the semester. The course covers a brief review of the history of disability and the disability rights movement. The course offers an opportunity for in-depth learning about the different models of disability and practice modalities used in providing services to persons with disabilities, including positive behavior supports and Person Centered Planning. Students will utilize critical thinking skills to transfer their knowledge of practice from traditional disability practice settings to other social work settings in which persons with disabilities are also served. This course places an emphasis on current practice contexts and applications.

Pre-requisites:
1. This is an advanced social work class, and the material presented in this class is at an advanced level. Social Work students enrolled in this course should have completed the foundation classes listed below, or have advanced standing status.
   SW 5051 - Human Behavior and the Social Environment
   SW 5801 - Policies and Programs in American Social Welfare
   SW 8151 - Social Work Practice Methods: Individuals and Systems
   SW 8152 - Social Work Practice Methods: Families and Groups
   SW 8153 - Models of Community Intervention
   SW 8841 - Social Work Research Methods

2. If you are not a Social Work student, you need permission of the instructor

Clinical Licensure Hours:
This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessment based treatment planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation methodologies</th>
<th>SW values and ethics</th>
<th>Culturally specific clinical assessment</th>
<th>Other areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>6</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

**Part II: Course outcomes**

**Course objectives:**

After successfully completing the course, students will be able to:

- Understand models of disability
- Describe different disability groups and issues that they face
- Identify and describe various service settings, their purposes and function as it relates to serving people with disabilities
- Understand and demonstrate the use of appropriate social work interventions for use in work with persons with disabilities
- Transfer their knowledge to non disability service settings serving people with disabilities
- Understand how social work practice is conducted with people with disabilities internationally

**Social Work Practice Competencies**

Successful completion of this concentration course implies that the student has achieved competency in the following advanced practice behaviors:

<table>
<thead>
<tr>
<th>Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:</td>
</tr>
<tr>
<td>Practice Behavior</td>
</tr>
<tr>
<td>Covered in class through (i.e., activity, reading, content)</td>
</tr>
<tr>
<td>Assessed</td>
</tr>
<tr>
<td>• Apply knowledge of social services, policies and programs relevant to their area of practice</td>
</tr>
<tr>
<td>Session 1</td>
</tr>
<tr>
<td>Group Presentation Person Centered Planning Integrated Practice Paper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency: 2.1.2 – Apply social work ethical principles to guide professional practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:</td>
</tr>
<tr>
<td>Practice Behavior</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>• Identify and analyze value-based and ethical dilemmas that arise in their area of practice, using professional codes of ethical standards and through appropriate professional consultation.</td>
</tr>
</tbody>
</table>

**Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments**
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to their area of practice.</td>
<td>Sessions 10,11,12,13,14,15</td>
<td>Group Presentations Integrated Practice Paper</td>
</tr>
<tr>
<td>• Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to their area of practice.</td>
<td>Sessions 10,11,12,13,14,15</td>
<td>Group Presentation Integrated Practice Paper Person Centered Planning</td>
</tr>
</tbody>
</table>

**EP 2.1.4 Engage diversity and difference in practice**
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

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<thead>
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</thead>
<tbody>
<tr>
<td>• Engage in practice that challenges the systems of privilege and oppression by utilizing the culturally relevant assessments and interventions specific to the context of their area of practice</td>
<td>Sessions 4,5,6,9</td>
<td>Role play sessions 4,5,6</td>
</tr>
</tbody>
</table>

**EP 2.1.5 – Advance human rights and social and economic justice**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

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<thead>
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<tbody>
<tr>
<td>• Gain a full comprehension about disparities and their development, contribute to knowledge about institutional barriers to equality and apply concentration-appropriate</td>
<td>Sessions 2,4,5,6</td>
<td>Group Presentation Integrated Practice Paper</td>
</tr>
</tbody>
</table>
strategies to advance social and economic justice.

**Competency: 2.1.7 – Apply knowledge of human behavior and the social environment**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
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</thead>
<tbody>
<tr>
<td>• Evaluate and synthesize theories and perspectives of human behavior and the social environment to choose and apply methods of assessment, intervention and evaluation in their area of practice</td>
<td>Sessions 2,3</td>
<td>Exam Person Centered Planning</td>
</tr>
</tbody>
</table>

**Competency: 2.1.8 – Engage in policy practice to advance social and economic well-being**
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

<table>
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</thead>
<tbody>
<tr>
<td>• Understand, compare, analyze, formulate and advocate for policies in an area of practice</td>
<td>Sessions 10,11,12,13,14,15</td>
<td>Integrated Practice Paper</td>
</tr>
</tbody>
</table>

**Competency: 2.1.9 – Respond to contexts that shape practice**
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

<table>
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</thead>
<tbody>
<tr>
<td>• Assess the impact of historical and contemporary contexts on practice and policy in their area of practice.</td>
<td>Session 2, 10,11,12,13,14,15</td>
<td>Integrated Practice Paper</td>
</tr>
</tbody>
</table>

**Competency: 2.1.10 (a)-(b) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>• Engage: Use empathy and collaborative interviewing skills to engage clients in identifying their strengths and problems.</td>
<td>1,4,5,6</td>
<td>PCP Role Play Sessions 4,5,6</td>
</tr>
</tbody>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• Engage: Establish rapport and maintain effective working relationships with clients in clinical</td>
<td>4,5,6</td>
<td>PCP Role Play Sessions 4,5,6</td>
</tr>
</tbody>
</table>
### Mental Health Settings

<table>
<thead>
<tr>
<th>Role Play Sessions</th>
<th>Integrated Practice Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,5,6,10,11,12,13,14,15</td>
<td>Role Play Sessions 4,5,6,11 Person Centered Planning</td>
</tr>
</tbody>
</table>

### Engage: Employ diverse strategies to arrive at a collaborative focus of work and desired outcomes in clinical social work mental health practice.

<table>
<thead>
<tr>
<th>Person Centered Planning</th>
<th>Integrated Practice Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,5,6,10,11,12,13,14,15</td>
<td>Person Centered Planning Integrated Practice Paper Positive Behavior Support Scenarios Role Plays</td>
</tr>
</tbody>
</table>

### Assess: Administer and interpret standard assessment and diagnostic tools that are appropriate for use with persons in health care settings, persons with disabilities and older adults

<table>
<thead>
<tr>
<th>Person Centered Planning</th>
<th>Positive Behavior Support Role Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sessions 3,7,8,10,11,14</td>
<td>Person Centered Planning Positive Behavior Support Role Play</td>
</tr>
</tbody>
</table>

### Assess: Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to clinical social work practice in mental health.

<table>
<thead>
<tr>
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<th>Positive Behavior Support Role Play</th>
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</thead>
<tbody>
<tr>
<td>Sessions 4,5,6,7,8,10,11,12,13,14,15</td>
<td>Person Centered Planning Positive Behavior Support Role Play</td>
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</table>

### Intervention: Use appropriate evidenced-based interventions to help clients resolve identified and agreed upon problems.

<table>
<thead>
<tr>
<th>Person Centered Planning</th>
<th>Positive Behavior Support Role Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sessions 4,5,6,7,8,10,11,12,13</td>
<td>Person Centered Planning Positive Behavior Support Role Play</td>
</tr>
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</table>

### Intervention: Intervene at different levels to achieve the desired health-, disability or aging-related practice outcomes.

<table>
<thead>
<tr>
<th>Person Centered Planning</th>
<th>Positive Behavior Support Role Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sessions 7,8,10,11,12,13,14,15</td>
<td>Person Centered Planning Positive Behavior Support Role Play</td>
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</tbody>
</table>

### Intervention: Maintain accurate records documenting the assessment, interventions and outcomes.

<table>
<thead>
<tr>
<th>Person Centered Planning</th>
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<tbody>
<tr>
<td>Session 7,8</td>
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### Part III: Course requirements

#### Required texts and materials


Additional required readings for this class are available through a course *E-reserve site set up through the library*: [http://www.lib.umn.edu/services/eres](http://www.lib.umn.edu/services/eres) Instructor will provide additional details in class.

This course has a Moodle site. This site will be used to disseminate information, post course materials and record grades throughout the semester.

#### Assignments
Take home exam (25 points)- There will be an essay exam of models of disability applied to different disability groups.  **DUE Session 7**

Group Presentations on Social Service Settings (20 points)- Groups of 3-4 students develop and present a 15 minute presentation on how people with disabilities utilize services in social service settings other than those thought of as traditional disability service settings. Presentations must include professional/research literature, practice issues, ethical considerations, and practice models used in this setting for discussion. Students will also make recommendations for suggested changes to service delivery in their setting. **DUE Session 9**

Develop a Person Centered Plan (20 points)- Students working in groups of 3-4 hold a Person Centered Planning meeting (for each member of the group). Students can role play or plan for themselves. Members of the group will created PCP for another group member and write a reflective paper analyzing the process. **DUE Session 10**

Integrated Practice paper (35 points)- Select from the Movie list provided by instructor. Utilize the characters in the story to discuss models of disability, disability culture, and language. Use the professional literature and evidence based-practice to support your discussion. Students must assess the social supports available to the character with disability(ies). Analyze practice, policy, and ethical issues present in the movie context. Finally, students must complete a resource or social support map for the individual character with disability(ies). **DUE Finals Week**

Grading Structure

<table>
<thead>
<tr>
<th>Element</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>25</td>
<td>Session 7</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20</td>
<td>Session 9</td>
</tr>
<tr>
<td>Person Centered Plan</td>
<td>20</td>
<td>Session 10</td>
</tr>
<tr>
<td>Integrated Practice paper</td>
<td>35</td>
<td>Finals Week</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93</td>
<td>100</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
<td>92</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
<td>89</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
<td>86</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
<td>82</td>
</tr>
<tr>
<td>C+</td>
<td>77</td>
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<tr>
<td>C</td>
<td>73</td>
<td>76</td>
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<tr>
<td>C-</td>
<td>70</td>
<td>72</td>
</tr>
<tr>
<td>D+</td>
<td>67</td>
<td>69</td>
</tr>
<tr>
<td>D</td>
<td>60</td>
<td>66</td>
</tr>
</tbody>
</table>

Course Policies
There are many University and School of Social Work policies that govern this course. Please go to http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf to see a complete description of all the policies.

Part IV: Course content

Session Plan

Session: 1

Topic: Introduction and Review of Course Objectives
Topic: Defining disability & Identifying settings

Required Readings:
Mackelprang, R. & Salsgiver, R- Chapter 1 & 2

Related Session Activities
- Lecture

Session: 2

Topic: Brief review of History and Frameworks for Disability
Topic: Disability rights movement,

Required Readings:
Mackelprang, R. & Salsgiver, R- Chapter 3


Supplemental Reading:

Related Session Activities
- Lecture
- Small group-Web-based interaction with Disability History

Session 3:

Topic: Models of Disability
Topic: Resource & Social Support mapping

Required Readings:
Mackelprang, R. & Salsgiver, R-Chapter 11


Related Session Activities
- Lecture
- In class viewing and discussion of “Unnatural Causes”
- In class dyads-discuss social supports in your own life and construct a bi-directional social support map to fully understand the construct of social support.
- Discuss Social Support Scales and their use with different disability populations

Session 4:
Topic: Overview of Disabilities: IDD & Autism

Required Readings:
Mackelprang, R. & Salsgiver, R. – Chapter 4 & 8


View 2 Utube videos by and about Temple Grandin http://www.youtube.com/watch?v=nwnlWX4iyj4&feature=related Temple Grandin explains Autism
http://www.youtube.com/watch?v=bnI_Y8PyTHM This is a 4 minute video clip that introduces you to Dr. Temple Grandin and her accomplishments. It is unique as it is from the perspective of Hollywood as they created an HBO special about Dr. Grandin’s life and how she revolutionized the livestock industry. Dr. Grandin has autism.

Supplemental Readings:

Related Session Activities
- Small group discussion
- Lecture
- Role Play

**Session 5:**
**Topic:** Overview of Disabilities: Physical and Sensory

**Required Readings:**
Mackelprang, R. & Salsgiver, R - Chapters 5 & 6 & 7

**Supplemental Readings:**

**Related Session Activities**
- Lecture
- Large Group Web-interface
- Role Play

**Session 6:**
**Topic:** Overview of Disabilities: Hidden disabilities & Social/emotional/behavioral disabilities

**Required Readings:**
Mackelprang, R. & Salsgiver, R - Chapters 9 & 10

**Supplemental Reading:**
Related Session Activities
Lecture
Self Assessment
Role Play

Session 7:
Topic: Person Centered Planning

Required Readings:


Related Session Activities
- Lecture
- UTube Video-PCP Jeff’s story http://www.youtube.com/watch?v=LiTcUi5K6Mc
- Break up in small groups for the PCP activity/assignment

Session 8:
Topic: Positive Behavior Supports

Required Readings:
Mackelprang, R. & Salsgiver, R- Chapter 12

Supplemental Readings:

Related Session Activities
- Lecture
• Discussion of use of PBS across 4 scenarios provided by Instructor-small groups

Session 9:
Topic: People with disabilities served in other social service settings

Required Readings:
Readings to be determined by groups (1 reading per group setting).

Related Session Activities:
Group Project Presentations (see assignment section of this syllabus) on settings to include: Homelessness services, Prison, Child Welfare, Nursing Homes, MFIP, Post Secondary Education

Session 10:
Topic: Practice in Early childhood
Topic: Part C Referrals

Required Readings:


Supplemental Readings:

Related Session Activities
• Lecture
• Discuss ethical considerations
• Interpret screening outcomes
• Guest Speaker- Christopher Watson, CEED U of MN.

**Session 11:**
Topic: Practice with School-age children
Topic: IEP Process

Required Readings:
What siblings would like parents and service providers to know.
www.siblingsupport.org


Related Session Activities
• Lecture
• Discussion about person school experiences and disability
• Discuss ethical considerations
• IEP Role Play
• Interpret IEP documentation

**Session 12:**
Topic: Practice with Youth with Disabilities; Transition

Required Readings:


Supplemental Readings:

Related Session Activities
- Lecture
- Sm. Group discussion
- Discuss ethical considerations
- Guest Speaker-David R. Johnson, ICI U of MN

Session 13:
Topic: Adulthood
Topic: Employment Support

Required Readings:


Related Session Activities
- Lecture
- Discuss ethical considerations
- Guest Speaker-Cathy Ellis, Washington County Disability Services

Session 14:
Topic: Parenting with Disability

Required Readings:


Review the website- Parents with Disabilities Online http://www.disabledparents.net/

Related Session Activities
- Lecture
- Lg. Group discussion of Modifications and Accommodations
- Sm group discussion of Bias survey

Session 15:
Topic: International contexts
Topic: Aging with Disability, end of life planning

Required Readings:
Mackelprang, R. & Salsgiver, R- Chapter 13


Related Session Activities
• Lecture
• Guest Speaker- Elizabeth Lightfoot

Additional Bibliography


