Course: SOWK 798 – Independent Study

Semester: Spring 2022

Instructor: **Dr.Samantha Fuld , Gail Betz**

Email: samantha.fuld@ssw.umaryland.edu

Office: School of Social Work, East 3W23

Students: Dana Kobrin (3 Credits), Mary McKelvie (3 credits),

**Independent Study: Disability and Accessibility: A Critical Perspective**

**COURSE DESCRIPTION**

Disability justice and accessibility are underfunded, understudied fields in the Social Work community. This gap is demonstrated by inaccessible educational models, physically inaccessible spaces, and a lack of relevant coursework specific to disability and accessibility issues. Covid-19 has further complicated existing challenges for people with disabilities and created new barriers to seeking healthcare and SSDI benefits. This independent study will build on my personal experience as a student leader and advocate for disability justice and accessibility by allowing me to take a deeper dive into the history, legislation, and enactment of accessibility in our society in different realms: education, healthcare, career, and employment. I will serve as the DREAM leader on SGA and run DREAM meetings

**COURSE MEETING:**

Online, weekly synchronous meetings from January 19th, 2022 to May 7th, 2022 (Spring Semester). Meetings will be at an agreed upon date and time for instructor and students enrolled.

**COURSE OBJECTIVES**

**Knowledge:**

* The student will be able to identify historical and contemporary policies and procedures at the SSW that affect accessibility and support improvements for disability justice.
* The student will explore and understand differing theories and strategies connected to different ability statues, learning styles, and accessibility changes it relates to the fields of social work and higher education.

**Values:**

* All learning and actions associated with this course should be driven and informed by the values of social justice, dignity and worth of the person, and importance of human relationshipsthat are espoused by the social work profession (though not always enacted) and consisted with the NASW Code of Ethics.

**Skills and Activities:**

* The skills connected to leadership, organizational change, community engagement, disability awareness and advocacy, training creation and facilitation developed and enhanced through this course will be consistent with the knowledge and values identified above. Given the experiential-learning model associate with this independent study, these skills will be associated with furthering organizational change to increase equity through the following activities:
	+ Collaborating on the organization, planning, communication, facilitation, and activities associated with the student organization DREAM and the SSW SGA, specifically within the realm of accessibility and disability justice.
	+ Engaging and coordinating with key leadership and stakeholders including the other DREAM Leaders, the DREAM Faculty Advisors, Assistant Dean of Diversity, Equity and Inclusion, the Assistant Dean of Student Affairs, the Assistant Dean of Academic Affairs, and faculty members with expertise in accessibility.
	+ Participating in and supporting the strategy, development, and coordination of trainings and professional development opportunities that can increase an anti-ableist culture at the SSW (such as ableism 101 training, web accessibility/course accessibility training, and inviting guest lectures such as Judy Heumann to the SSW).
	+ Helping to organize and engage the SSW community and committed leaders in strategizing for and implementing physical and virtual changes that will increase equity, accessibility and belonging.
	+ Assisting in the process of formalizing an ongoing communication strategy and mechanism regarding DEI initiatives and progress (including accountability tracking) at the SSW.

**STUDENT OUTCOMES**

**CSWE Social Work Competencies**

**The following are 9 CSWE core competencies that all MSW students should demonstrate upon graduation. This course addresses those competencies that are in bold and underlined.**

**1. Demonstrate ethical and professional behavior**

**2. Engage diversity and difference in practice**

**3. Advance human rights and social, economic and environmental justice**

4. Engage in practice-informed research and research-informed practice

5. Engage in policy practice

**6. Engage with individuals, families, groups, organizations and communities**

**7. Assess individuals, families, groups, organizations and communities**

**8. Intervene, individuals, families, groups, organizations and communities**

9. Evaluate individuals, families, groups, organizations and communities

**ASSIGNMENTS AND GRADING**

Achievement of student outcomes will be measured through successful completion of the following assignments:

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Grading****Points** | **Due Dates** |
| Mobilizing stakeholders for sub-specialization: Process and Strategy Reflection |  10 | Ongoing |
| Attendance and Collaboration through the Diversity, Equity, and Inclusion Committee, Accessibility sub-Committee and SGA | 30 | Approximately 8-12 meetings per/month ongoing |
| Ableism 101 Training: Development, Creation, and possible facilitation (Midterm) | 30 | March 31st, 2022 |
| Training Curriculum Draft for Accessibility and Disability Justice  | 30 | May 3rd, 2022 |

**Mobilizing stakeholders for sub-specialization: Process and Strategy Reflection (10%)**

The student will keep a process and planning journal, with at least 5 entries (one approximately every two-three weeks) reflecting on the process of mobilizing stakeholders for the Disability Justice and Accessibility Sub-Specialization. Each entry will be in outline/list or paragraph form

should include an explanation of the activities and outreach currently underway, reflections on how those activities are working or need adjustments to garner more support for accessibility initiatives, and identifications of next strategic steps and future discussions.. Journal entries should include discussion of how course readings inform learnings associated with this process.

**Attendance, Facilitation, and Collaboration through the DREAM and SGA Meetings(Experiential Learning) (30%)**

This independent study formalizes the learning opportunity connected with the student’s service to the SSW as a student-advocate and student leader for DREAM. This role involves helping the committee navigate a shift in governance and further culture change toward equity at the SSW. Thus, this service is a key part of the experiential learning associated with this course. As such, the student will receive credit for attendance at all meetings and student leader meetings connected to SGA and DREAM meetings and collaborating with key stakeholders in order to further the goals and work of the committee and positively impact the culture and structures at the SSW.

Student will submit a monthly calendar detailing the DREAM meetings, DREAM student leader meetings, and SGA meetings with bullet points outlining tasks, work in progress, future steps, and programming and events

**Ableism 101 Training: Development, Creation, and possible facilitation (Midterm) (30%)**

Student will work together with the Assistant Dean of Equity and Inclusion, the faculty advisors for DREAM, the DREAM student leaders. and ESDS to create and develop an ableism 101 training for students, staff, and faculty at the SSW. The training should contain interactive activities, an overview of ableism, strategies for inclusivity and accessibility, and a list of resources to learn more. Once completed, the training will be shared with the Assistant Dean of Equity and Inclusion, DEIC, SGA, and DREAM for future facilitation and improvements. The goal is to create an ableism 101 training structure/curriculum that can be facilitated at anytime in the future and improved upon with wits and feedback.

**Final assignment: Solid outline of the training curriculum (30%)**

Toward the end of the academic year, the student will create a training curriculum for accessibility and disability justice. The training curriculum will have a goal of bridging the micro and macro gap of social work education related to accessibility and disability justice. The curriculum will include research evidence, an FAQ about disability justice and accessibility, local and national resources, and activities to learn more about accessibility in settings. One of the goals of the curriculum will be to have steps on how to build rapport with clients and serve clients with disabilities or accessibility issues. Another goal will be sharing explanations of social welfare programs such as social security, disability insurance, Medicaid, Medicare and unemployment benefits. The student wants the training curriculum to be a structured manual that can be used to train others even after the independent study and MSW program.

**GRADE CONSTRUCTION**

|  |  |
| --- | --- |
| **Grade** |  |
| **A** | **93-96.9 points** |
| **A-** | **90-92.9 points**  |
| **B+** | **87-89.9 points** |
| **B** | **83-86.9 points *graduate level work*** |
| **B-** | **80-82.9 points** |
| **C+** | **77-79.9 points**  |
| **C** | **73-76.9 points *marginal pass***  |
| **C-** | **70-72.9 points** |
| **D+** | **67-69.9 points *fail*** |
| **D** | **63-66.9 points** |
| **D-** | **60-62.9 points** |
| **F** | **59 points and below** |

For final grades, any grade below C- is registered as F.

*The following point equivalency is in effect:*

A+= 4.33, *A= 4.0, A-= 3.67,* B+= 3.33, B= 3.0, *B-=2.67,* C+= 2.33, C= *2.0, C-= 1.67*

*(F= failure/need to repeat class)*

**Support Services**

If a student receives a grade of C or below on any assignment, s/he is encouraged to make an appointment with the instructor to identify steps to improve the quality of her/his work. Tutoring and other support services are available through the Office of Student Affairs.

**Writing Skills**

Students are expected to submit assignments that are written and presented at the graduate student/professional level. Clear communication is an important skill for **all** social workers. Students are encouraged to make use of writing resources across campus if needed. Assignments that are poorly written will be penalized. Contact for additional resources.

**Consultation and Communication**

The best way to contact me is by e-mail. Please allow up to 24 hours for an email response. Please keep me informed about any events that may adversely affect class attendance, performance, or the completion of course requirements.

Students must use the university email account (@umaryland.edu) for communication for this course. You should check your email regularly (at least twice a week) for course-related communication.

**Academic Integrity**

Academic integrity is a central value of the School of Social Work. Therefore, all academic dishonesty, including plagiarism, will be treated seriously, as described in the *MSW Student Handbook* and could result in course failure*.*

**ADA Disclosure and Accommodation Requests**

Students with Disabilities: It is the policy and practice of the University of Maryland Baltimore to create inclusive learning environments. If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to register with the Office of Educational Support and Disability Services (ESDS). For more information, visit [http://www.umaryland.edu/disabilityservices/](https://umail.umaryland.edu/owa/redir.aspx?C=7ef647bbb6a347ab93f106181a22a87b&URL=http%3a%2f%2fwww.umaryland.edu%2fdisabilityservices%2f)

To avoid any delay in the receipt of accommodations, you should contact ESDS as soon as possible. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed. Any student registered with ESDS is welcome to contact the instructor as soon as possible for assistance in coordinating the approved accommodations for this course.

For detailed information pertaining to disability services (policies and procedures), students can access the Student Handbook on the SSW web-site and access the Appendices Link and then click onto the documents titled Policy & Procedures for Students with Disabilities and UM Guidelines for Documenting a Disability*.*

**Inclement Weather and Campus Emergencies**

All students are encouraged to subscribe to UMBAlerts to stay informed of campus closures due to inclement weather or other issues. If class is cancelled unexpectedly, the instructor will post and email an announcement via Blackboard. In case of bad weather, check email and/or Blackboard before coming to class.

**SEMESTER SCHEDULE**

|  |  |  |
| --- | --- | --- |
| Module 11-2 | Jan. 25-Feb. 5  | **Foundation and History of the Disability Rights Movement****Readings:** 1. Newnham, N. LeBrecht, Jim, (2020) *Crip Camp.* Netflix Productions2. Crip Camp Curriculum Toolkit: *Lesson 3: Power and Civil Rights*3. Neudel, E. (2011*) Lives Worth Living*. PBS Productions 4. : Scotch, R. The Milbank Quarterly , 1989, Vol. 67, Supplement 2 (Part 2). *Disability Policy: Restoring Socioeconomic Independence* (1989), pp. 380-400**Assignment:**  Review and Editing Syllabus andDEIC Related-Meetings |
| Module 23-4 | Feb.8-19 | **Disability and Accessibility in Policy****Readings:** 1. Verdugo, M. A., Jenaro, C., Calvo, I., & Navas, P. (2017). Disability policy implementation from a cross-cultural perspective. *Intellectual and Developmental Disabilities*, *55*(4), 234-246.2. Oliver, M. (1986). Social policy and disability: Some theoretical issues. *Disability, Handicap & Society*, *1*(1), 5-17.3 Fulcher, G. (2015). *Disabling policies, A comparative approach to education policy and disability*. Routledge. Chapter 7; Comparative Issues4. Andrews, E. E., Forber-Pratt, A. J., Mona, L. R., Lund, E. M., Pilarski, C. R., & Balter, R. (2019). #SaytheWord: A disability culture commentary on the erasure of “disability.” *Rehabilitation Psychology,* 64(2), 111–118. **Assignment:** DREAM Related-Meetings, Process and Strategy Reflection |
| Module 35-6 | Feb. 22-March 5 | **Disability and Accessibility in Education****Readings:** 1.. Gilson, S. F., & DePoy, E. (2002). Theoretical approaches to disability content in social work education. *Journal of Social Work Education,* 38(1), 153-165.2. Reimagining Disability & Inclusive Education | Jan Wilson | *TEDxUniversityofTulsa* <https://www.youtube.com/watch?v=CtRY_1mZWWg>3.Gilson, S. F. (2000). Discussion of disability and use of self in the classroom. *Journal of Teaching in Social Work,* 20(3-4), 125-136. doi:10.1300/J067v20n03\_09 4. Bines, H., & Lei, P. (2011). Disability and education: The longest road to inclusion. *International Journal of Educational Development*, *31*(5), 419-424.**Assignment:**  DREAM Related-Meetings, Process and Strategy Reflection |
| Module 47-8 | March8-March 19SPRING BREAK | **Disability and Accessibility in Employment****Readings:** 1.Shanna Hollich. (2019). What It Means for a Disabled Librarian to “Pass.” The *International Journal of Information, Diversity, & Inclusion,* 4(1). <https://doi.org/10.33137/ijidi.v4i1.32440>2. Potts, B. (2005). Disability and employment: Considering the importance of social capital. Journal of Rehabilitation, 71(3), 20.3. Disability and Work: Let’s Stop Wasting Talent. Ted Talk. .https://www.ted.com/talks/hannah\_barham\_brown\_disability\_and\_work\_let\_s\_stop\_wasting\_talent/transcript 4. Smits, S. (2004). Disability and employment in the USA: The quest for best practices. Disability & Society, 19(6), 647-662.**Assignment:**  DREAM Related-Meetings, Process and Strategy Reflection |
| Module 59-10 | March 22-April 2 | **Disability and Accessibility in Media****Readings:**(Adult Media, ID/DD representation): 1. Love on the Spectrum, Season 1, Episode 1 (1 hour)2. Avatar: The Last Airbender: "Chapter Six: The Blind Bandit"(30 minutes, Physical Disability representation )3.Sesame Street: Meet Julia ( Children’s Media, Neurodiversity representation)4.Special, Season 1, Episode 1: Cerebral LOLzy (Adult Media, Physical Disability Representation)**Assignment:**  Ableism 101 Training  |
| Module 611-12 | April 5-16 | **Disability and Accessibility; Discrimination and Prejudice****Readings:** 1. Andrews, E. E., Forber-Pratt, A. J., Mona, L. R., Lund, E. M., Pilarski, C. R., & Balter, R. (2019). #SaytheWord: A disability culture commentary on the erasure of “disability.” Rehabilitation Psychology, 64(2), 111–118. <https://doi.org/10.1037/rep000025> 2. Bogart, K. R., Lund, E. M., & Rottenstein, A. (2018). Disability pride protects self-esteem through the rejection-identification model. Rehabilitation Psychology, 63(1), 155–159. <https://doi.org/10.1037/rep0000166> 3. Artiles, A. J. (2013). Untangling the racialization of disabilities: An intersectionality critique across disability models1. *Du Bois Review: Social Science Research on Race*, *10*(2), 329-347.4.Shakespeare, T. (2018). Power and prejudice: issue of gender, sexuality and disability. In Disability and Society (pp. 191-214). Routledge.**Assignment:**  DREAM Related-Meetings, Process and Strategy Reflection |
| Module 713-14 | April 19-30 | **Disability and Accessibility: Intersectional Identities**1. Annamma, S. A., Connor, D., & Ferri, B. (2013). Dis/ability critical race studies (DisCrit): theorizing at the intersections of race and dis/ability. Race, Ethnicity & Education, 16(1), 1–31. <https://doi-org.proxy-hs.researchport.umd.edu/10.1080/13613324.2012.730511> 2.Gillborn, D. (2015). Intersectionality, Critical Race Theory, and the Primacy of Racism: Race, Class, Gender, and Disability in Education. Qualitative Inquiry, 21(3), 277–287. <https://doi-org.proxy-hs.researchport.umd.edu/10.1177/1077800414557827> 3.Erevelles, N., & Minear, A. (2010). Unspeakable Offenses: Untangling Race and Disability in Discourses of Intersectionality. Journal of Literary & Cultural Disability Studies, 4(2), 127–145. 4. Miller, R. A. (2018). Toward intersectional identity perspectives on disability and LGBTQ identities in higher education. Journal of College Student Development, 59(3), 327-346. doi:http://dx.doi.org/10.1353/csd.2018.0030 **Assignment:**  DREAM Related-Meetings, Process and Strategy Reflection |
|  Module 8 15 | May 3- May 9  | **Disability and Accessibility: Best Therapeutic Modalities** **Readings:** 1."Yes You Can" Art Centered Therapy for People with Disabilities <https://www.youtube.com/watch?v=9yfLELreU_E>2. Committee on Children with Disabilities. (2001). Counseling families who choose complementary and alternative medicine for their child with chronic illness or disability. Pediatrics, 107(3), 598-601.3. Hronis, A., Roberts, L., & Kneebone, I. I. (2017). A review of cognitive impairments in children with intellectual disabilities: Implications for cognitive behavior therapy. British Journal of Clinical Psychology, 56(2), 189-207.4. Martina de Witte, Esther Lindelauf, Xavier Moonen, Geert-Jan Stams, & Susan van Hooren. (2020). Music Therapy Interventions for Stress Reduction in Adults With Mild Intellectual Disabilities: Perspectives From Clinical Practice. Frontiers in Psychology, 11. <https://doi.org/10.3389/fpsyg.2020.572549> **Assignment:**  Final assignment: Solid outline of the training curriculum |