

Rutgers DSW Program Syllabus

Module Title: An introduction to the disability communities and disability theories for application to social work scholarship, teaching, and practice

Instructor:

Residency:

Date:

Module Description:

This module will explore the disability communities as they relate to social work education and social work practice. We will link this discussion to a consideration of both the medical and social models of disability, as well as the personal tragedy theory of disability, and a proposed interactional model. In order to engage in reflective and reflexive practice, we will engage in various activities, including ones focused on able-bodied/allistic privilege as it applies to both teaching and practice. In order to lift up the voices of the disability communities, we will reflect on the experiences of disabled students, clients, and colleagues in various social work sectors before talking about positive disability identity development and disability-affirming practice. Moving into a consideration of theory for praxis, we will explore Crip Theory, DisCrit, and review an intersectional, anti-oppressive and critically culturally competent practice model. We will conclude with committing to facets of anti-ableist practice.

Module Objectives:

1. To explore our personal and social work views of disability
2. To reflect on our privileges (even as disabled people ourselves)
3. To lift up the voices of the disability communities to inform our scholarship, teaching, and practice
4. To explicate the core tenets of key disability-related theories and practice frameworks
5. To apply concepts to create at least three planned actions towards creating anti-ableist practice

Required Readings:

Abes, E. S., & Darkow, D. C. (2020). Using Crip Theory to Create Campus Cultures That Foster Students' Disability Disclosure (Practice Brief). *Journal of Postsecondary Education and Disability*, 33(3), 223–231.

Berne, P., Morales, A. L., Langstaff, D., & Invalid, S. (2018). Ten principles of disability justice. *WSQ: Women's Studies Quarterly*, 46(1), 227-230.

Johnson, L., Singh, R. and Slayter, E. (2022). Disability social work: Connecting critical cultural competence, intersectionality and anti-oppressive practice. In Eds. Slayter E. and Johnson, L. (2022) *Disability Social Work*. Pressbooks. <https://pressbooks.pub/disabilitysocialwork/chapter/chapter-2/>

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), 215-226.

Slayter, E. M., Kattari, S. K., Yakas, L., Singh, R. C. B., Prince, D. M., Goulden, A., Taylor, S., Wernick, L. J., & Simmons, L. D. (2022). Beyond ramps, curb cuts, and captions: A call for disability justice in social work. *Social Work*, 68 (1), 89-92. doi: 10.1093/sw/swac045

Slayter, E. & Johnson, L. (2022). Chapter 1: Disability concepts. Slayter, E. & Johnson, L., Eds. (2022). *Social work practice and the disability community: An intersectional anti-oppressive approach*. Pressbooks. <https://pressbooks.pub/disabilitysocialwork/chapter/chapter-1-2/>

Recommended Readings:

Annamma, S., Connor, D., & Ferri, B. (2013). Dis/ability critical race studies (DisCrit): Theorizing at the intersections of race and dis/ability. *Race, Ethnicity and Education*, 16(1), 1–31. doi:10.1080/13613324.2012.730511

Bell, C. (2017). Is disability studies actual white disability studies?. In L. Davis (Ed.), *The Disability Studies Reader* (5th. ed., 406-415.). New York, NY: Routledge.

Kattari, S. K., Ingarfield, L., Hanna, M., McQueen, J., & Ross, K. (2020). Uncovering issues of ableism in social work education: A disability needs assessment. *Social Work Education*, 39(5), 599-616.

McDonald, K. E., Keys, C. B., & Balcazar, F. E. (2007). Disability, race/ethnicity and gender: Themes of cultural oppression, acts of individual resistance. *American Journal of Community Psychology*, 39, 145–161. <http://dx.doi.org/10.1007/s10464-007-9094-3>

Nakkeeran, N. and Nakkeeran, N. (2018). Disability, mental health, sexual orientation and gender identity: Understanding health inequity through experience and difference. *Health Research Policy and Systems*. 16(Suppl. 1): 97 <https://click.endnote.com/viewer?doi=10.1186%2Fs12961-018-0366-1&token=WzMxNDQ5NTIsIjEwLjExODYvczEyOTYxLTAxOC0wMzY2LTEiXQ.WqARKv5tzH9f0Nw75wvK6fW5S9Q>

Ringo, A. (2018). Understanding deafness: Not everyone wants to be “fixed”. (pp. 504-506). In Adams, et al. (Eds.), *Readings for diversity and social justice*, 4th Ed. NY: Routledge.

Shakespeare, T. (2013). The social model of disability. In Ed., Davis, L. (2013). *The Disability Studies Reader, Fourth Edition*. New York: Routledge.

Sins Invalids (2020). What is disability justice? *Sins Invalids*.
<https://www.sinsinvalid.org/news-1/2020/6/16/what-is-disability-justice>

Strauss, J. (2013). Autism as culture. In Ed., Davis, L. (2013). *The Disability Studies Reader, Fourth Edition*. New York: Routledge.

Taylor, A. Smith, M. D., & Shallish, L. (2020, July 30). (Re)Producing White Privilege through Disability Accommodations. *Spart: Elevating Scholarship on Social Issues*. National Center for Institutional Diversity. <https://medium.com/national-center-for-institutional-diversity/re-producing-white-privilege-through-disability-accommodations-4c16a746c0dc>

Udonsi, P. (2022). Young, gifted, and Black: the intersectionality of race, intellectual disability and neurodivergence. *Critical and Radical Social Work*, 1(aop), 1-16.

Recommended viewing:

Cokeley, R. (2018). Reflections from an ADA generation. Retrieved from:
https://www.ted.com/talks/rebecca_cokley_reflections_from_an_ada_generation

Young, S. (2014). “Ted talk: I’m not your inspiration, thank you very much.” Retrieved from: <https://101mobility.com/blog/8-most-powerful-ted-talks-on-disability/>

Recommended seminal works:

McRuer, R. (2006). *Crip theory: Cultural signs of queerness and disability*. New York: New York University Press.

Piepzna-Samarasinha, L. L. (2018). *Care Work: Dreaming Disability Justice*. Vancouver, BC, Canada: Arsenal Pulp Press.

Module Assignment:

Due

Please write a 1-2 page reflection paper, or record a 4-6 minute video (please include captions or a transcript) in responses to the follow prompts.

Part A: Identify and discuss messages received in childhood, adolescence, adulthood, and in the social work profession about disability from:



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- A. Family (including both family of origin and family of choice)
- B. Friends
- C. School (K-12, undergrad)
- D. Media
- E. Social work entities (higher education, workplace, professional associations)

Part B: How are these messages in line or at odds with the messages put forth by disabled, chronically ill, neurodivergent and/or Mad individuals? Where do you see tensions occurring in our profession?

Part C: Please reflect on any other aspects of the readings/recommended viewings that stood out to you as they relate to your social work practice.