SS4216: WORKING WITH PEOPLE WITH DISABILITIES

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Working with People with Disabilities

Subject Code
SS - Social and Behavioural Sciences
Course Number
4216

Academic Unit
Social and Behavioural Sciences (SS)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
Other Languages

Other Languages for Medium of Instruction
English, supplemented by Chinese (Cantonese) in live demonstration, skills rehearsal, and role-play

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

This course aims to equip students with the values and attitudes, basic concepts, and knowledge concerning with disability; and the relevant approaches and skills in working with disabled people.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the psychosocial implications of disability, and explore the characteristics and needs of disabled people;	25	x	x	x
2	Critically examine the basic concepts of impairment, disability, handicap and functioning; and the goals of rights-based, barrier free and inclusive society;	25	x	x	x
3	Explore current issues and future trends of services and policies concerning disabled people; and critically examine selected rehabilitation services in Hong Kong through critical discussions and reflections; and	25	x	x	x
4	Examine critically selected intervention strategies, rehabilitation alternatives, and social work skills; and provide creative and practical solutions in working with disabled people, their families and communities.	25	x	x	x

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Mini Lectures	Mini lectures with multi-media materials on values, concepts and theories concerning disability.	1, 2, 3, 4	

2	Workshop	Workshop environment is provided where students present and discuss concepts, values, attitudes, and knowledge concerning disability openly and creatively, making reference to practice experiences and case examples.	1, 2, 3, 4	
3	Field Visits	Field visits to selected settings	3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Participation and workshop discussion	1, 2, 3, 4	20	
2	Group presentation	1, 2, 3, 4	30	
3	Individual paper	1, 2, 3, 4	50	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Participation and workshop discussion

Criterion

Active participation in class discussion and fieldwork. Demonstration of the student's ability to critically analyze disability issues and appropriately integrate concepts and knowledge of disability in practice.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

2. Group presentation

Criterion

Main disability issues or principles are critically elaborated with support of sufficient evidence in the work. Many ideas are stated after critical reflection and creative integration. The presentation of the work is systematic, logical and creative.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

3. Individual paper

Criterion

Main ideas are original and innovative. Adequate understanding of the subject. Main disability issues are critically discussed with support of sufficient evidence in the work. Many ideas and social work intervention methods in relation to disability are stated after critical reflection and creative integration. The content of the work is systematic, logical and creative.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Part III Other Information

Keyword Syllabus

Values and concepts and their impact on professional practice: World Health Organization ICIDH and ICF; inclusion, barrier free, rights based society

Major approaches in working with disabled people: social model versus individual/medical model, independent living / self-help / empowerment, community based rehabilitation versus institution based rehabilitation, barrier-free environment

and information technology, sheltered employment versus community workshop/social firm employment, legislation (anti-discrimination), public education.

Skills training: social skills, adaptive skills, vocational skills, and relationship skills, handling of challenging behaviours and psychosocial issues, attention deficit, and disruptive behaviour.

Sexuality and disability: sexual harassment, dating, marriage, family, child rearing, sterilization, self-image and quality of life.

Disability service settings: the role of a social worker in a multi-discipline team, community based rehabilitation service, self-help organization, and residential setting; managerial approaches versus user's perspectives.

Intervention skills: holistic approach in rehabilitation; skills in working with parent and sibling for disabled people, application of multi-approaches and strategies for behaviour control; application of groupwork skills in working with social groups for disabled people, conducting parent training groups in rehabilitation service, community approaches and public education.

Access, transport, built environment and information communication technology: barrier-free legislation and its enforcement, public education.

Advocacy with disabled people: skills in advocacy and community empowerment, anti-discrimination and advocacy.

Reading List

Compulsory Readings

	Title
1	Nil

Additional Readings

	Title
1	Anderson, S. (2015). Climbing every mountain: barriers, opportunities and experiences of Jamaican students with disabilities in their pursuit of personal excellence. Kingston: Arawak Publisher.
2	Barnes, C, Mercer, G, and Shakespeare, T (2010) Exploring Disability: A Sociological Introduction. 2nd edition, Cambridge: Polity Press.
3	Morris, F. (2017). By faith, not by sight. I-Publish Jamaica. Kingston, Jamaica.
4	Oliver, M. (2009) Understanding Disability: from Theory to Practice, 2nd edition. London: Palgrave MacMillan.
5	Morris, F. (2018). Transforming and empowering persons with disabilities through modern technologies: A myth or reality. UWI Centre for Disability Studies. Kingston.
6	Kwan, C. K. (2020). Socially responsible human resource practices to improve the employability of people with disabilities. Corporate Social Responsibility and Environmental Management, 27(1), 1-8.
7	Kwan, C. K. (2021). Helping people with disabilities in the workplace: Mezzo-level interventions targeting corporate culture. Social work, 66(4), 339-347.
8	Smith, M., Segal, J., & Hutman, T. (2015). Austism Symptoms and Early Signs: What to look for in babies, toddlers, and children. UCLA Center for Autism Research & Treatment
9	Hoque, K, Bacon, N & Parr, D. (2014) Employer Disability Practice in Britain: Assessing the impact of the Positive about Disabled People 'two ticks' symbol, Work, Employment and Society, 28(3), pp. 430-451.