

Disability Justice in Social Work

Special Issue Proposal for the Journal of Sociology and Social Welfare

Description

Social Work values include social justice and dignity and worth of the person (National Association of Social Workers, 2021), yet many social workers receive little training in disability rights, history, and culture (Ogden et al., 2017) and disabled social work practitioners, students, faculty, and staff experience marginalization, exclusion, microaggressions, and discrimination in our field (Kattari et al., 2020; Kiesel et al., 2019). The COVID-19 pandemic has heightened these issues given the disproportionate impact of the pandemic on disabled people in their personal, professional, and educational roles across the lifespan. To live up to our social work values, we must integrate a disability justice approach that rejects ableism and moves past a medical model (Slayter & Johnson, 2022). This special issue will provide an opportunity for in-depth exploration of how disability justice principles can be applied in social work practice, education, policy, and research, and serve as a resource for current and future social workers in a wide variety of roles.

Special Issue Co-Editors

Sarah Taylor, PhD, MSW, Professor and Department Chair in Social Work and Co-Director of the Center for Disability Justice Research: Health Equity, Education, and Creativity, California State University, East Bay, sarah.taylor@csueastbay.edu (she/they)

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Call for Papers¹

We are seeking papers from social work practitioners, faculty, students, and staff. We are especially interested in papers by disabled² authors and others with in-depth lived experience related to disability. Papers may be conceptual, research, call-to-action, or theoretical. To encourage wide participation in this special issue, we welcome brief practice or commentary papers (up to 10 pages) or full length (20-25 page) scholarly papers. Focus areas may include, but are not limited to:

¹ Many thanks to Dr. Candace Christensen at the University of Texas at San Antonio and Dr. Meg Pacey at the University of Kansas for allowing us to use their call for papers for a special issue of JSSW on Anti-Trans Policies & Social Work Education in developing this call for papers.

² In the disability community, there are a range of perspectives on whether and when to use person first (“person with a disability”) and identity first (“disabled person”). Many disabled scholars and advocates prefer identity first language, so we use it here.

- The impact of current events (e.g., the COVID-19 pandemic, Supreme Court overturning of Roe vs. Wade, police brutality, gun violence, climate change, disability marriage equality, elimination of sub-minimum wage, etc.) on disabled social work practitioners, students, faculty, and staff
- Calls to action for social work researchers, practitioners, and educators
- Experiences of disabled students, staff, and faculty in social work education programs
- Social work education and/or clinical practices that have harmed disabled people as well as practices that are affirming and advocate for disability justice
- How ableism and other forms of oppression (based on race, ethnicity, gender, sexual orientation, age, immigration status, and more) intersect and appear in social work education spaces and practices – and antidotes to this oppression.
- The history of disability oppression in social work (and by extension in social work education)
- How the social work field can embrace both disability inclusive practice, and foster disability affirming practice

Submit a Brief Proposal

If you want to submit a paper for the special issue, please email Drs. Taylor and Slayter with your intent to submit. This should just be a short email letting us know you plan to submit an abstract. Next, submit a brief abstract (max 300 words) and title page by March 6, 2023 via email to Dr. Taylor and Dr. Slayter. Authors will be notified of invitation to move forward with a full paper by April 10, 2023. Please note that full papers will be reviewed per the *Journal of Sociology and Social Welfare's* usual peer review process. See the schedule below for more details.

Timeline for Submission and Publishing

| Activity | Date |
|--|------------------|
| Call for papers distributed | November 7, 2022 |
| Email intent to submit abstract | February 6, 2023 |
| Abstract submission | March 6, 2023 |
| Paper invitation | April 10, 2023 |
| Paper submission | June 12, 2023 |
| Reviewer feedback to authors - first round | July 17, 2023 |
| Revisions deadline - first round | August 28, 2023 |
| Reviewer feedback to authors - final round | October 2, 2023 |
| Revisions deadline - final round | November 6, 2023 |

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| Papers submitted to publisher | December 4, 2023 |
| Anticipated publish date | January 8, 2024 |

References

- 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.
- Kiesel, L., DeZelar, S. and Lightfoot, E. (2019). Equity in social work employment: Opportunity and challenge for social workers with disabilities in the United States. *Disability and Society*. 34(9), 1399–1418.
- National Association of Social Workers. (2021). NASW Code of ethics.
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- Ogden, L., McAllister, C., & Neely-Barnes, S. (2017). Assessment of integration of disability content into social work education. *Journal of Social Work in Disability & Rehabilitation*, 16(3-4), 361-376.
- Slyter, E. & Johnson, L., Eds. (2022). *Social work practice and the disability community: An intersectional anti-oppressive approach*. Open Social Work Education.
<https://disabilitysocialwork.pressbooks.com>