

The Social Work Educator and Inclusivity: Boundary Broker or Boundary Protector?

Anneline Keet

*Department of Social Work, University of the Free State, South Africa
E-mail: KeetACS@ufs.ac.za*

KEYWORDS Boundary Practice. Critical Disability Studies. Inclusive. Social Justice

ABSTRACT This paper looks at social work educators and their response to students with disabilities participating in the Bachelor of Social Work degree. The researcher argues that although the social work profession can be identified as one of the boundary brokers for inclusivity regarding students with disabilities, the social work educators may find it difficult to understand these educational rights as a social justice issue. The researcher uses literature on boundary practice to discuss the contradictions locked up in the social worker as educator role. Insights into critical disability studies are used to pathologize educational needs outside of those of the mainstream student population. The research is auto-ethnographic in nature, allowing the researcher to retroactively reflect on past experiences as a member of a community of social work educators. This auto-ethnography is also complemented with interviews with two fellow social work educators as well as two social work students with disabilities.