



Educator Q&A



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Dr. Matthew Bogenschutz is an assistant professor at the Virginia Commonwealth University School of Social Work. He is currently serving as co-chair of the CSWE Council on Disability and Persons with Disabilities, and brings his decade of practice experience with people with disabilities to his work as a social work educator and researcher. He is social work core faculty for the interprofessional Virginia Leadership Education in Neurodevelopmental Disabilities Program and has a research affiliation with VCU's Partnership for People with Disabilities, where his federally-funded work concentrates on policy solutions that can enable full community inclusion for people with intellectual and developmental disabilities. Dr. Bogenschutz earned his MSW and Ph.D. at the University of Minnesota.

1. *What does the Curricular Resource on Issues of Disability and Disability-Competent Care offer the social work educator?*

The *Curricular Resource on Issues of Disability and Disability-Competent Care* essentially serves two functions for social work educators. First, it offers “big picture” orientation about the prevalence of disability as well as the concept of disability-competent care and highlights how disability-related curriculum content aligns with the values and nine foundational competencies of social work education as defined by the Council on Social Work Education’s (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS; CSWE, 2015). Secondly, it provides a rich, easily accessible, and ready-to-use set of classroom resources inclusive of: in-class exercises, slides, fact-sheets, assignments, media examples, personal stories, assessments, and readings (located in a companion Excel database spreadsheet searchable by type of resource and competency as well as in a digitally accessible version of the educational resource database). While this first publicly available *Curriculum Resource* is chock-full of resources, the Disability Competent Care Curriculum Workgroup notes that it is not to be considered an exhaustive collection, nor does it purport to address every possible disability or facet of disability-competent care. Rather, it is viewed as a dynamic document that is expected to expand over time as new resources are developed and identified for inclusion in the *Curriculum Resource*.

2. *What prompted the development of the Curricular Resource on Issues of Disability and Disability-Competent Care, and how was it developed?*

Estimates suggest that about 56 million Americans have some form of disability, accounting for about 14% of our national population, and disability is common in almost every forum for social work practice. Thus, it is



important that preparation for disability-competent practice be part of the social work students' education and training. Yet, a recent CSWE Council on Disability and Persons with Disabilities (CDPD) survey (Ogden, McAllister & Neely-Barnes, 2017) found that social work educators have increasingly identified a need for expertise on disability content. For example, participants from the CDPD survey requested "sample syllabi and specific examples on how to teach disability content" (Ogden et al., 2017, p. 367) in order to support greater disability content integration/infusion.

In the fall of 2017, the federally sponsored Resources for Integrated Care (RIC) approached the CSWE Council on Disabilities and Persons with Disabilities (CDPD) to inquire about the possibility of partnering to develop curriculum resources that would promote the integration of Disability-Competent Care into the social work curriculum. A Disability-Competent Care Curriculum (DCC) Workgroup was subsequently established with a number of current and former CDPD members lending their disability expertise to the undertaking. This disability + education perspective was complemented by the inclusion of practitioners and persons with disabilities on the workgroup. Over a six-month period, the Workgroup crafted disability-related student learning outcomes (SLOs) for each of the foundation competencies and curated a wide range of teaching/learning resources for inclusion in the *Curricular Resource*, tagging these to specific competencies and SLOs. Thus, what appears in the *Curricular Resource* are actual materials and resources utilized by social work faculty in their efforts infuse disability-related content into the social work curriculum, as well as those used within the practice community for service delivery or professional development.

3. *How can I use the Curricular Resource on Issues of Disability and Disability-Competent Care to strengthen the breadth of diversity content in my courses?*

If you are considering the infusion of disability-related content into your course, we applaud you! The following are a few ways that you might consider approaching the use of the *Curricular Resource*, whether you want to focus on a particular competency or curricular area, or use an intersectional framework: simple applications, multiple-duty applications, and intersectional applications:

1. **Simple Applications**

- If you have a particular competency to which you are teaching, begin by searching through that section of the *Curricular Resource*.
- If you have a particular type of resource you are seeking, search the *Curricular Resource* by clicking in the "Connections" column to access the google.doc that contains all of the resources

Explicit instructions are included at the top of the Google doc

2. **Multiple-Duty Applications**

Another option for utilizing the *Curricular Resource* to infuse/enrich disability-related content in the social work curriculum would be to start with the course or curriculum area you are teaching, and to consider utilizing one or more resources to illustrate several concepts/theories/applications covered in the course.

3. **Intersectional Applications**

Findings from the 2017 CDPD Survey indicated that many faculty were particularly interested in teaching resources that allowed for the delivery of disability-related content within an intersectionality framework (Ogden et al, 2017). Several of the materials and resources provided within the *Curricular Resource* have



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been identified as potential resources for teaching about the intersectional nature of disability/gender identity/race/sexual orientation/nationality.

As faculty begin to utilize the Curricular Resource on Issues of Disability and Disability-Competent Care, we anticipate that additional creative, and innovative applications will emerge and, as previously indicated, that the volume of resources will expand. It is our sincere hope that social work educators will find this collection of materials helpful and will share their experiences, such that it becomes a truly dynamic resource, continually enriched by its stakeholders.

References

- Council on Social Work Education. (2015). Educational policy and accreditation standards. Available at https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx
- 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.