

SOCIAL WORK STUDENTS WITH DISABILITIES: A NEW ACCESSIBILITY PARADIGM TOWARD SUCCESSFUL STUDENT OUTCOMES.

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Purpose

- To review current practices and challenges preparing students with disabilities for professional social work in the digital age.
- Promote critical analysis of current paradigm by suggesting an alternative.
- To position online social work education at the forefront of inclusion for people with disabilities seeking higher education.

Learning Objectives

- I. Identify current policies, technology, and procedures making social work education accessible.
- II. Examine current challenges and gaps to accessibility in current practices.
- III. Analyze your program's level of functioning toward accessibility.
- IV. Determine if new paradigm should replace existing one or if other solutions are feasible.
- V. Identify next steps.

False Assumptions

- I. Online programs offer barrier free education to people with disabilities who otherwise might not receive it.
- II. Technology based on *Universal Design* is enough.
- III. Accessibility only involves technology and rigor.
- IV. Disability community is homogeneous.
- V. Except for Federal guidelines, disability is taboo.
- VI. Making online education accessible is the purview of the OSD.
- VII. We can and should wait until OSD informs us of a student.
- VIII. Current system minimizes liability.

Some data to consider...

- 12.1% of all persons all ages reported a disability (see American Community Survey (2012) for details).

Of those who reported a disability...

- 10.4%(n=18,890,100) ages 21-64.
- 20.9% (n=3,957,100) full time employed.
- 10.8%(n=1,353,800) actively looking.
- 12.4% (n=2,346,100) with bachelors degree or higher.
- 20.2% (n=2,313,600) with VA connected service disability.

Break down of type of disability

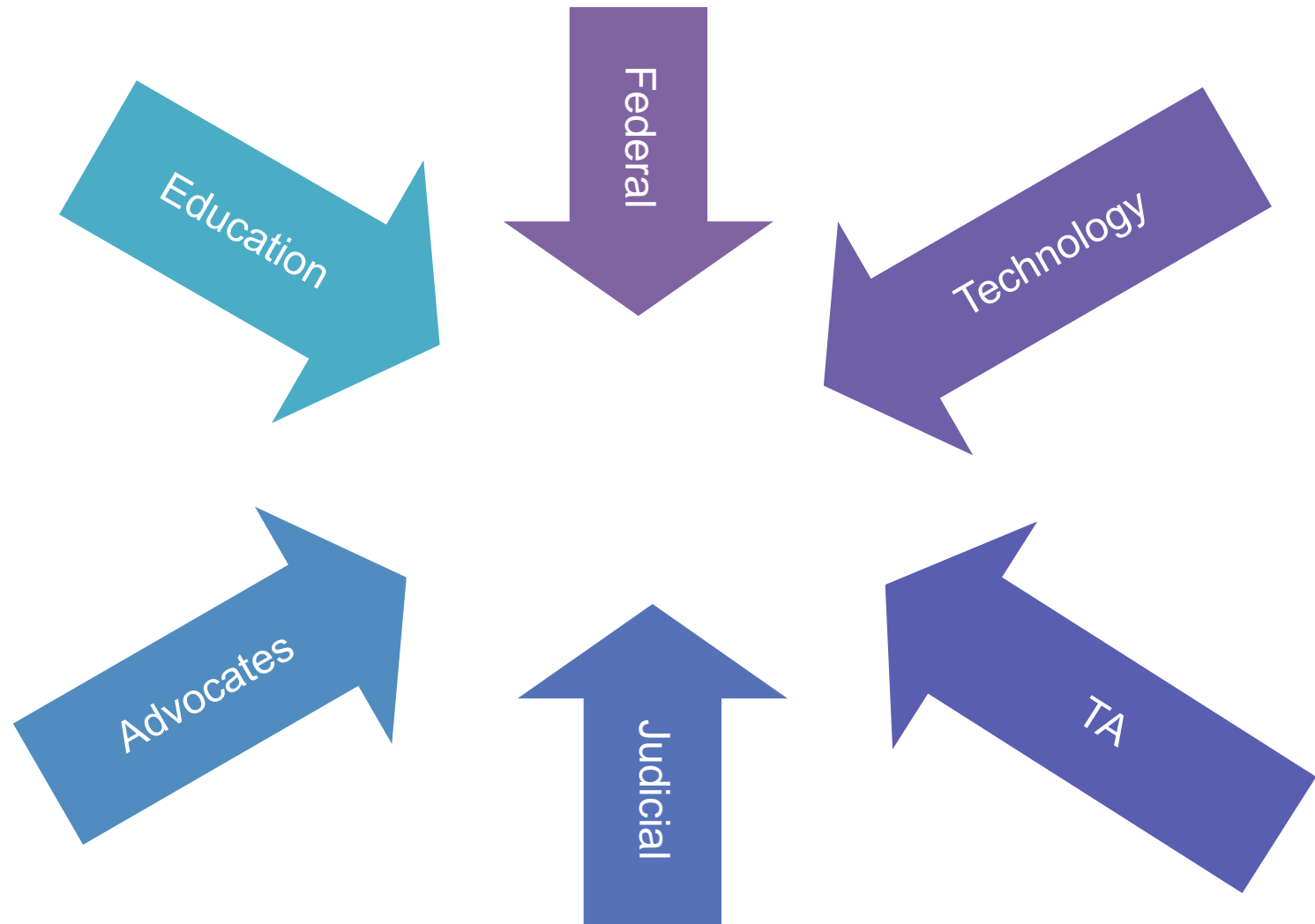
- 2.2% -visual
- 3.4%-Hearing
- 6.9% Ambulatory
- 4.9% Cognitive
- 2.7% Self-Care
- 5.6% Independent Living

THE WAVE OF ADVOCACY

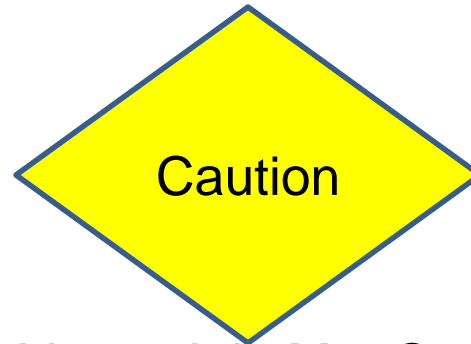
Bethany Hamilton



Systemic forces at play



Online industry



- 3rd party providers
 - Adobe Connect, Convence, Vyew, Join Me, Go to Meeting, WebEx, Wiggio, Sorrenson Video Relay.
 - You tube, Google
 - Open source software i.e. grammarly.com, MSoffice,
 - LMS development- E-college, Blackboard, TrainCaster, Moodle, 2u, Google.
 - Provider white papers
 - Coursera
 - edX

Online Resources & Accessibility Training

- Accessibility services and TA
 - W3C-Web Accessibility Initiative
 - AHEAD.org
 - NCD.gov
- The industry of technical assistance
 - Web Content Accessibility Guidelines WCAG 2.0
 - AChecker
 - WebAIM
 - Deque
 - Accessibility OZ
- Accessibility Software
 - JAWS
 - Universal Design (OS and MS office, Adobe).
 - Apple vs. PC

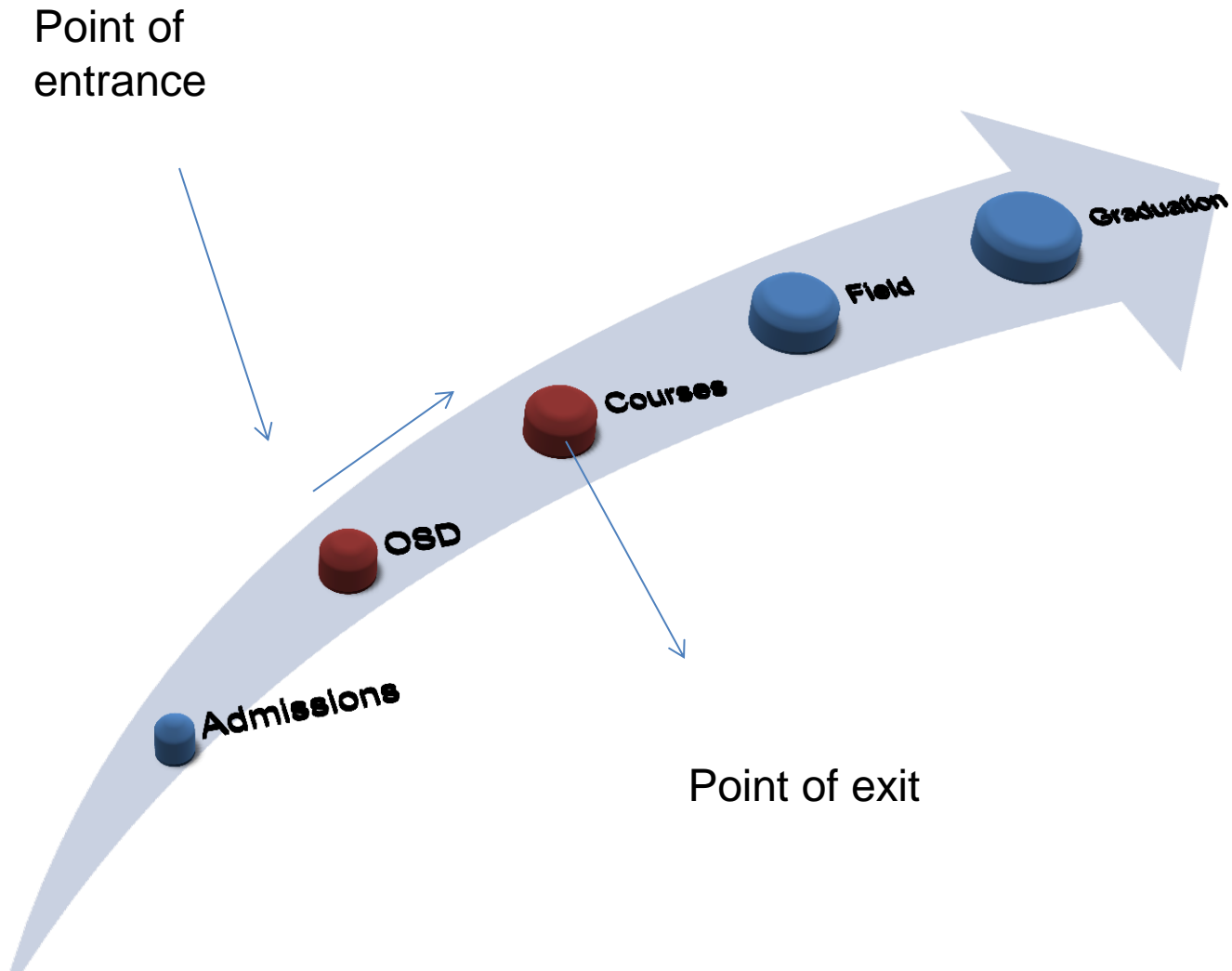
Department of Justice requirements of edX.

- make the edX website, its mobile applications, and learning management system software, through which online courses are offered, fully accessible within 18 months
- ensure that its content management system, called Studio, which edX makes available to entities creating online courses, is fully accessible and supports authoring and publishing of accessible content within an additional 18 months
- provide guidance to course creators at its member universities and other institutions on best practices for making online courses fully accessible
- appoint a Web Accessibility Coordinator
- adopt a Web Accessibility Policy
- solicit feedback from learners on the accessibility of the courses
- conduct Web Accessibility Training for employees responsible for the website, platform, and mobile applications
- retain a consultant to evaluate conformance of the website, platform, and mobile application

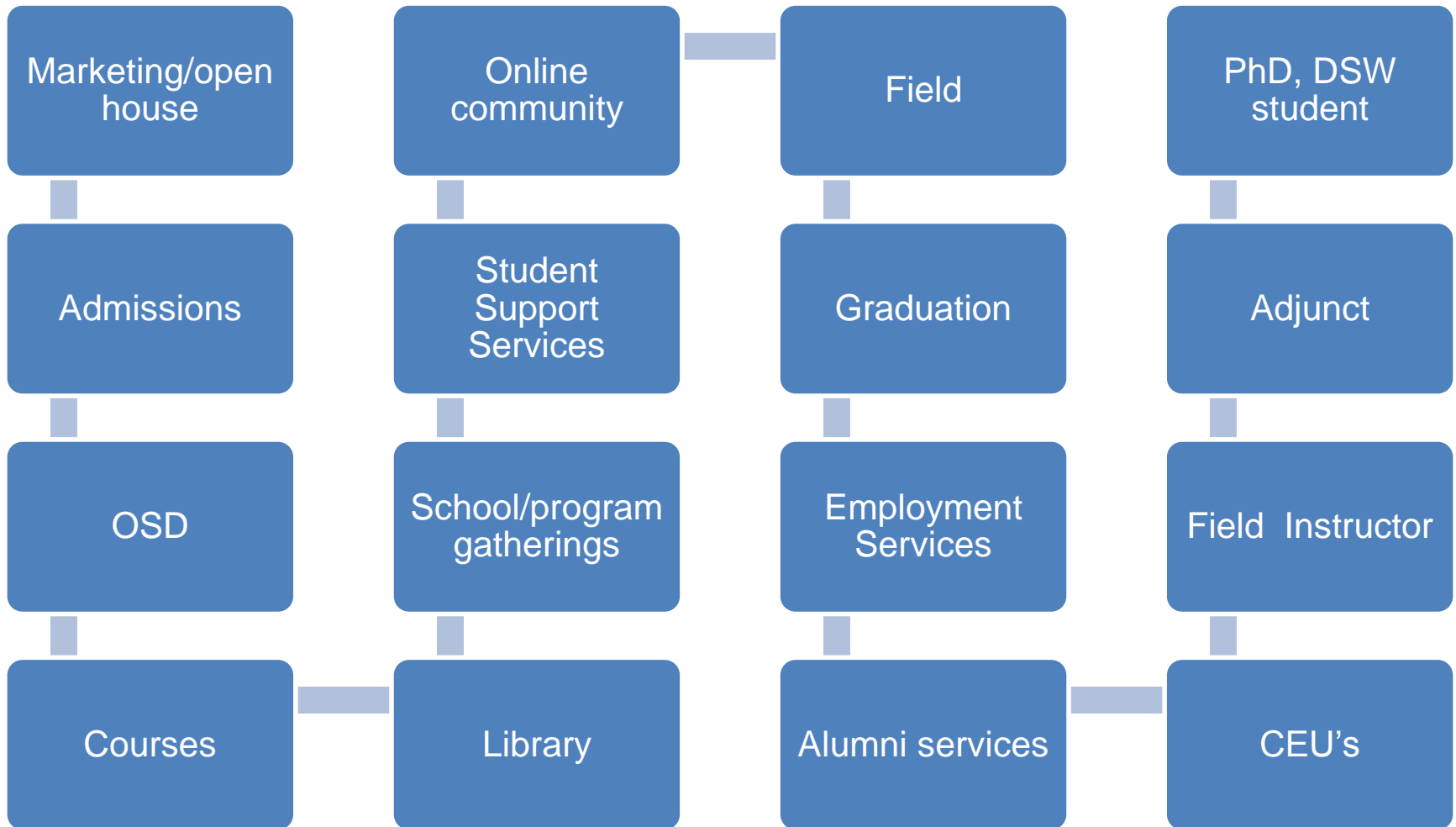
CURRENT PARADIGM

Disconnected, uncoordinated, one directional, disempowering, and detracting from academic rigor.

Current OSD involvement

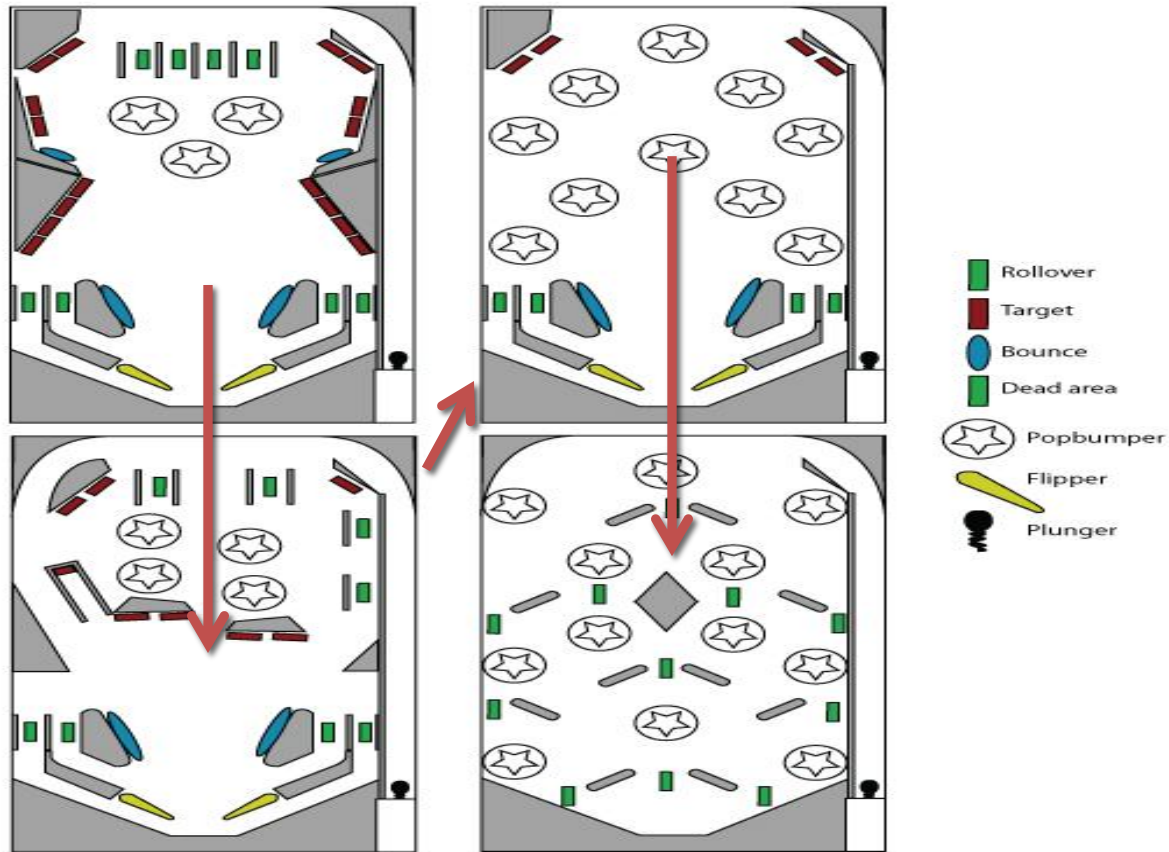


Yet, the Online lifespan involves...



Leading to current student experience.

Active Item Pinball Playfield Layout
One Page Design



Requiring a more complex service system...



Pre Admission

Admission

Enrollment

Post Grad

Arriving at a new paradigm.



Pre-Admissions

- Marketing
- Open House
- Campus Tour/technology check
- LMS
- Application

Admissions

- Webinar
- Open House
- Social Community
- Field Placement
- LMS

Enrolled

- OSD
- Faculty support
- Course support
- Student support
- Social Community
- Field support
- LMS

Post Graduate Services

- Alumni
- Employment services
- Outcomes
- CEU's
- LMS



Dereck Coleman



Anonymous

The Classroom: change in architecture, process, and roles.

- Flipped classroom
 - New paradigm for higher education.
 - New student role
 - New faculty role
- Technology
 - Multimedia
 - Interactive
 - Course Templates
 - Software updates

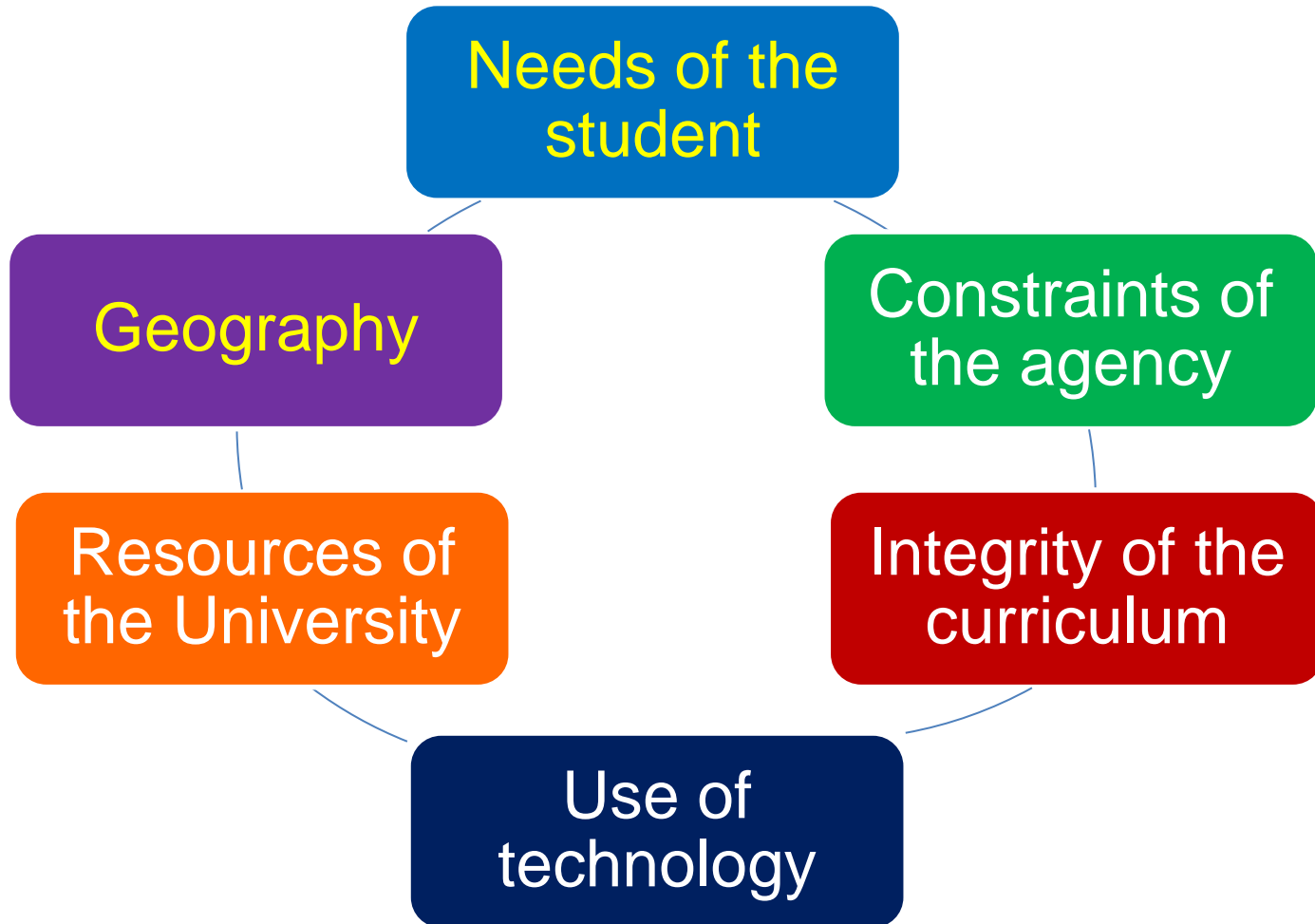


Kletter-Weltmeisterschaften
Arco-2011

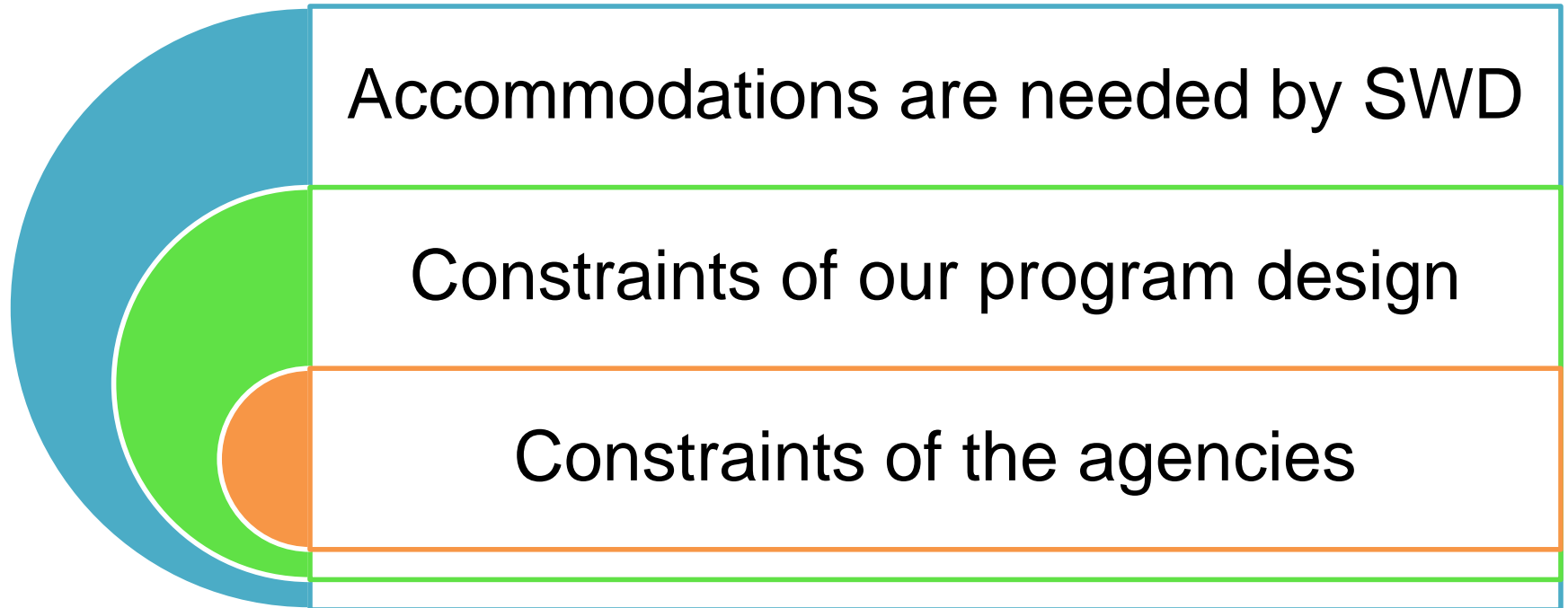
FIELD PLACEMENT

An expanded set of considerations and stakeholders.

Placement Considerations



If we bring the SWD to the center of our attention, what do we see?



Why is it the School's Issue?

- Once you admit a student you have a commitment to provide an accessible curriculum

Field Education is a Course

- A course completed outside the parameters of the school
- Changes the accountability for accommodations

How is field different?

- A course completed outside the parameters of the school
- Changes the accountability for accommodations

Constraints of the educational institution

- How is the structure of our programs a barrier? What are our true constraints?
 - Confines of the semester
 - Distribution of required hours
 - Type of written assignments
 - Demands/constraints of the agencies we use as placements

Challenges for the School

- Designing the learning platform –how much and what can you bend in our curriculum and practices?
- Provision of the placements- What are the barriers that create the problem?
- Special training needed for field placement team

Mindset of curriculum design

- Recognize the challenges
- Not lower the expectations

Agency constraints

- Liability
- Lack of technology
- Funding
- Misperception of “more work”
- Beliefs and attitudes of staff toward PWD
- Physical location

Fears that the SWD expressed

- Wray et. al. (2005)
 - Stigma
 - That they would be perceived as a nuisance or burden
 - Afraid that if they admit any weakness they won't be seen as competent to be a social worker

Categories of accommodations

- **Physical access** - getting in the front door
- **Information access** - do they have what they need to do the tasks of the placement? interpreters
- **Service access** - para-transit to get there
- **Scheduling alterations** - rest periods, shorter days

Goal: Barrier – Free environment

Principles guiding paradigm shift

- Maintain academic integrity
- OSD recommendations coincide with online rigor and capabilities.
- Student empowerment and collaboration
- Early assistance
- Advance planning
- Repetitive curriculum assessment
- Coordination and communication
- Outcome driven
- Longitudinal design

THE SUM OF THE PARTS DO NOT ADD UP TO EQUAL THE WHOLE WHEN IT COMES TO MAKING SOCIAL WORK PROGRAMS ACCESSIBLE!

What is needed is coordination and participation between all stakeholders.

Issues of Accessibility: Lessons learned

Discuss cases by item along life span

- Admissions
- Curriculum design
- Accommodations
- Course instruction
- Tech support- upgrade, trouble shooting.
- Ancillary activities- webinars, office hours, student support services
- Field placement

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