**Disability Justice and Accessibility: Sub-Specialization Proposal**

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**Author Note**

The authors listed above are graduate student leaders of DREAM: Disability Justice at the

University of Maryland, Baltimore’s School of Social Work.

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**Acknowledgements**

We are beyond grateful to have supportive faculty with experience in this field who share our passion. In offering this proposal, we hope to highlight the incredible faculty and staff members who have supported us along the way. In addition, we hope that this proposal will attract future students, educators, researchers, and clinicians to an already strong program here at the University of Maryland, Baltimore School of Social Work.

We wanted to thank individuals who took the time to assist us in creating, editing, and supporting this proposal. Thank you to Melissa Bellin, Samantha Fuld, Gail Betz, Amanda Lehning, and Danielle White.

Special thanks go to Samantha Fuld and Melissa Bellin for providing academic mentorship, for taking the time to read through this proposal, and for pledging their support to create, uphold, and teach Disability Justice and Accessibility at the University of Maryland, Baltimore School of Social Work.

**Executive Summary**

Disability justice and accessibility are underfunded, understudied fields in the Social Work community. This gap is demonstrated by inaccessible educational models, physically inaccessible spaces, and a lack of relevant coursework specific to disability and accessibility issues. Covid-19 has further complicated existing challenges for people with disabilities and created new barriers to seeking healthcare and social service benefits. This proposal introduces a new sub-specialization to the School of Social Work that would address the aforementioned needs and gaps. The proposed Disability Justice and Accessibility sub-specialization would allow students to concentrate their studies on critical disability theory, disability, and clinical intervention options for individuals with disabilities. Beyond educating future clinical social workers and policy advocates, this sub-specialization would put UMB at a unique advantage as one of the first schools of social work in the United States to offer a structured curriculum on accessibility and disability related coursework. This sub-specialization would enhance admissions and recruitment, offer more opportunities for funding and research, and increase the number of competent and well-trained clinicians in the field. This proposal will outline the research evidence, demonstrated need, benefits, and curriculum guidelines to create and establish a new Disability Justice and Accessibility sub-specialization at the University of Maryland, Baltimore - School of Social Work.

1. **Introduction**

Accessibility affects every single person. Accessibility can be physical, such as offering a ramp next to stairs, mental, such as offering educational accommodations for learning disabilities, or emotional, such as offering a service dog for individuals affected by PTSD. Whether you are an ally who supports the accessibility of others or an individual with a disability or condition that requires certain accessibility, everyone needs to advocate for accessibility and equal access. Accessibility is needed in education, healthcare, employment, socialization, and many other domains. The World Health Organization ([WHO], 2011) suggests that “a person’s environment has a huge impact on the experience and extent of a disability. Inaccessible environments create disability by creating barriers to participation and inclusion.” In order to make a meaningful impact and to promote accessibility, these barriers need to be attended to. In addition to physical accessibility, knowledge and attitudes towards disability in the global community are also important environmental factors (WHO, 2011). In order to successfully and ethically attend to the needs of individuals with disabilities, we must also address the larger stigmatized view of disability in general and that of specific lived experience of individuals with disabilities. One way to combat social stigma and hegemony is to provide and encourage accessible education highlighting therapeutic interventions, past and present policy, and critical disability studies.
 Individuals with disabilities have always needed accessibility but are not always able to advocate for those resources. In the United States, we have made important strides in the past, from the 503 c sit-in to the passage of the Americans with Disabilities Act, to most recently introducing the Disability Employment Incentive Act this year. The problem is, many allies and individuals with disabilities themselves are uneducated about intersectional accessibility issues and lack knowledge or encounter significant challenges to being effective advocates due to societal barriers. In healthcare settings, many healthcare workers have not been adequately educated or trained on how to treat and support clients ( or patients) with disabilities. This has caused unnecessary harm that leads to short-term pain, long-term trauma, and distrust of the healthcare system by individuals with disabilities.
 The Covid-19 pandemic has exacerbated these issues by forcing immunocompromised individuals to stay home all the time for safety, having a decrease or delay in social security benefits, and forcing many students to defer, take a leave of absence, or withdraw from education due to inaccessible learning . Additionally, the WHO (2019) suggests that “people with disabilities may be at greater risk of contracting Covid-19,” further complicating and exacerbating individuals' access to care. Factors such as physically inaccessible sinks or “hand-washing basins, physical difficulty rubbing their hands together thoroughly, difficulty enacting physical distances because of support needs or because they are institutionalized, the need to touch things to obtain information from the environment or physical support, and barriers to accessing public health information” disproportionately affect people with disabilities (WHO, 2019).
 U.S. society as a whole needs more education, legislative support, and healthcare training on how to support and advocate for individuals with disabilities. Currently, it exists in small pockets, such as the field of psychology with Applied Behavioral Analysis, the field of higher education with learning disabilities training, and the field of women’s and gender studies with research focused on individuals with disabilities. But social work is not nearly as involved as we should be. Very few social work schools offer coursework, training, or research on accessibility and individuals with disabilities. The schools that do have courses offer accessibility as an elective and as a result many social work students never get exposed to training on supporting individuals with disabilities. Very few tenure-track faculty conduct academic research on disability justice and accessibility because of the lack of funding from the federal government, state agencies, and the lack of support from higher education.
 Social work is uniquely situated to create, implement and advance research, clinical training, and educational resources on accessibility. The goal of this proposal is to introduce a disability justice and accessibility sub-specialization that would create a unique educational and training opportunity for social work students at UMB to concentrate their studies on critical disability theory, accessibility policy and legislation, and clinical work involving individuals with disabilities. This sub-specialization would allow students to graduate as better-informed clinicians, strong policy advocates, and some may become tenured faculty that conduct research on accessibility and the experiences of individuals with disabilities.

**Rationale**

The disability justice and accessibility sub-specialization will provide students with an understanding of disability advocacy and integrating accessibility into mental health, somatic health, and physical health taking place at multiple levels from clinical practice to social policy. Students will develop competencies in evidence-based practices in disability justice and accessibility as well as knowledge of current and emerging policies that impact accessibility at the micro (individual), mezzo, and macro (community) levels. This sub-specialization places emphasis on training students in macro and clinical practice competencies to carry out and support emerging best practices combined with a solid foundation in core social work prevention, intervention, and policy.
 Specifically, students will be trained on core mental health approaches supporting individuals with disabilities including motivational interviewing, cognitive behavioral therapy, psychodynamic psychotherapy, skills for navigating the social environment, and other techniques. Students in the disability justice and accessibility sub-specialization will explore the national, state, and local policies that impact accessibility including social security, disability benefits, transportation, employee rights, and educational access. Importantly students will understand accessibility and the intersection of identities from a social justice perspective. The sub-specialization is available to students in both the clinical and macro concentrations under the behavioral health specialization. This will enable future practitioners to develop more meaningful relationships with clients, be able to critically assess an organization that serves people with disabilities, and to better understand the intricacies of past, present, and future policy and advocacy work. Students will also be trained in trauma-informed care techniques rooted in critical disability studies. To further prepare future practitioners, the disability justice and accessibility sub-specialization will highlight gaps in research and the field. Many students will be assigned field placements that provide direct services to people with disabilities (See Appendix B: Field Placements for a listing of current and potential field training sites). Without foundational knowledge, theoretical understandings of critical disability studies, and research done, future practitioners will not be well-equipped in providing services to clients.

**Research Evidence**

According to the United Nations (United Nations, n.d.), people with disabilities are the largest minority in the world. Specifically, “more than a billion people are estimated to live with some for of disability, or about 15% of the world’s population” (World Health Organization [WHO], 2011). The WHO (2011) provides multiple recommendations for providers, researchers, and educators on how to actively combat inaccessibility that perpetuates harm against individuals with disabilities. In addition to the ways disability affects the global population, in the United States, approximately 26% of adults have some sort of disability (Center for Disease Control and Prevention [CDC], 2020). That is, 1 in 4 people, or, 61 million adults, are impacted by and may receive services for their disability (CDC, 2020). This number, while large enough to demonstrate a need for more research on care and education, does not include children. In 2019-2020 7.3 million students received special education services; that is 14% of all public school students (National Center for Education Statistics [NCES], 2021)[[1]](#footnote-1). Because of this large population size, there is a high likelihood for social workers to provide services for individuals presenting with conditions exacerbated by their disability/ies and our society’s inability to provide them safety, respect, and accessibility in basic life needs.
 Gilson and DePoy (2008) suggest that social work curricula move to address disability not just as an individual experience, but rather the experience one has within a disabling environment. This approach would highlight oppressive systems that create and perpetuate barriers to care and fulfilling dignified life. Rather than looking at disability strictly as a diagnosis or medical dilemma, Fuld (2020) suggests that incorporating critical disability theory into social work education “has the potential to better prepare students for sensitive and competent work.” While Fuld writes specifically about intellectual and developmental disabilities [I/DD], critical disability theory will aid social work students in providing better and more complete services to all clients. In understanding disability as a social construct, we can further assess and analyze how our social structures, supports, and systems perpetuate harm being done to this specific population. Further, we are more well equipped in providing thorough and sensitive clinical services and macro support.
 Apart from the need for increased awareness in critical disability theory, there is an alarming gap in social work education as it pertains to disability and accessibility. Current research suggests that, while there is a large percentage of individuals living with a disability (diagnosed or undiagnosed) in the United States, “social work programs include limited disability-specific content in their programs, and with a deficit-model focus” (Kim and Sellmair, 2020). According to a 2017 study (Ogden, McAllister, and Neely-Barnes), 300 members of the Council on Social Work Education agreed that disability content was missing in social work education. Four years later, little progress has been made. As of August 2021 when this proposal was written, out of the 903 accredited undergraduate and graduate programs, *there are five universities in the United States that offer specializations in disability and/or accessibility* (Council on Social Work Education [CSWE], 2021).
 As social workers, we are trained to “focus on individual well-being in a social context and the well-being of society” (National Association of Social Workers [NASW], 2021). Further, according to the National Association of Social Workers’ “Code of Ethics,'' practicing and future social workers are ethically bound to pay close “attention to the environmental forces that create, contribute to, and address problems in living” (NASW, 2021). So then, when we implement a critical disability analysis towards social work education, as suggested by Fuld (2020), the imperative for creating an accessible, diverse, and critical curriculum is clear. Ethically, as social workers, we must account for all facets of human identity and all iterations of how an individual interacts with and within their environment. In creating the disability and accessibility sub-specialization, the University of Maryland, Baltimore would not only be providing the necessary education to future practitioners but would also be setting the precedent for other accredited universities to make similar additions to their curricula.

1. **Demonstrated Need**

Covid-19 has highlighted and exacerbated problems within our social, economic, and political systems and has disproportionately affected the lives of individuals with disabilities (WHO, 2019). As discussed in the previous section, lack of access to services and competent clinicians, in addition to lack of awareness and understanding of intersectional accessibility issues has negatively impacted those with disabilities at disproportionate rates.
 Social workers frequently hold tremendous power in their immediate vicinity. Untrained social workers partnered with the fact that 26% of adults in the United States have some sort of disability (not including children) have the potential to cause serious harm and/or further trauma (CDC, 2020). Unless social workers are trained to effectively work within these systems, clients with disabilities will continue to be met with insufficient accommodations, a dearth of trained staff, and ineffectual policies. Social workers are change-makers. With increased training in accessibility, social workers can improve and transform their own experience and the communities around them.

**Current Disability Offerings and Academic Research**

Preliminary research shows that within the United States there are 5 out of the 903 accredited undergraduate and graduate programs that provide specialization in disability or accessibility (CSWE, 2021). They are the College of Staten Island, Gallaudet University, Tulane, the University of Missouri-Kansas City, and the University of New Hampshire. There are other institutions of higher education like the University of Wisconsin-Madison, that offer courses on Issues in Developmental Disabilities, Advanced Practice in Health, Aging, and Disability, and Health Aging, and Disability Policy and Services. The University of Kansas also has a Kansas Intellectual and Developmental Disabilities Research Center [KIDDRC] that was created to: “promote, facilitate, and support high-quality basic and applied research on the causes, diagnosis, prevention, treatment, and amelioration of intellectual and developmental disabilities (I/DD)” (KIDDRC, 2020).
 Gallaudet is one of the five universities that offers specializations in disabilities. It is an institution designed to accommodate D/deaf and hard-of-hearing students and thus only accepts hearing students who use American Sign Language [ASL]. This admissions requirement makes attending this university and benefiting from its resources feasible for some but not all students who are interested in taking this course of study.

**Benefits to the University of Maryland, Baltimore School of Social Work**

As shown, very few schools offer disability advocacy and accessibility coursework and the sweeping majority of programs do not have faculty researching and teaching about disability. University of Maryland, Baltimore would be one of the first Schools of Social Work to offer an MSW track concentrating on disability justice and accessibility. This sub-specialization would be a powerful recruitment tool for the admissions department and would assist with attracting incoming students to enroll at UMB and explore disability-related careers.
 Because there are very few options for disability training in MSW and Ph.D. programs, there are fewer social workers gaining knowledge and working in disability . This track would increase the number of trained clinicians working in macro and clinical fields. UMB is also privileged to have an extraordinary number of faculty whose expertise and research are in the field of disability and accessibility. Therefore, the university could also become a training center for disability justice research, training, advocacy, certificates, and CEU's. As one of the first schools to offer this program, we could have a great impact on policy, education, research, and clinical work.

Fortunately, UMB already offers the majority of the coursework necessary for this sub-specialization and has numerous disability-centered macro and clinical field placements offered through the Electronic Field Notebook [EFN] ( See Appendix B: Field Placements for a listing of current and potential field training sites). Many field placements feature clinical work involving clients with disabilities or macro work around disability policy, community support, and outreach. Right now, they are primarily labeled in other specializations, for example, Children & Families and Health [CAFH] students are placed at Kennedy Krieger Institute, and could easily be added to a subspecialization of Disability Justice and Accessibility.

Offering this specialization will both increase the knowledge and capacity of social workers and benefit disabled clients that have not been properly assisted due to lack of awareness, services, and training. Having social workers trained in disability and accessibility will also benefit their interdisciplinary colleagues across diverse fields of practice (school, health, juvenile justice, behavioral health) as they model how to increase sensitivity, and advocate for equity.

1. **Sub-Specialization Offering for Clinical and Macro Students**

We propose this Disability Justice and Accessibility as a Sub-Specialization for Clinical and Macro concentrations. We believe the Disability Justice and Accessibility sub-specialization could be completed under any of the six current specializations because accessibility training is necessary for all clinical populations and is needed for policy change and advocacy in macro organizations. . The clinical concentration has many uses for this sub-specialization, including clinical work with people with disabilities, accessibility regarding case management and therapeutic services, and working with others that may have invisible or visible disabilities. The macro concentration has many uses for this sub-specialization, including improving disability and social security welfare programs, helping advocate for disability laws and policies at the local, state, and federal levels, and assisting with accessibility in the higher education field, non-profit field, and many other fields.
 We wanted to add Disability Justice and Accessibility could be incorporated into current and future curriculum adaptations as it would only require two additional required classes (one macro methods course and one clinical methods course). If there are future specializations or sub-specializations relating to social justice, diversity, equity, justice, or inclusion, Disability Justice and Accessibility would compliment them nicely. We considered proposing Disability Justice and Accessibility as a specialization but realized this training affects every single type of social work career path and should be adaptable to any specializations the UMB SSW offers to increase opportunities for accessibility support. The drafted curriculum plans and field placement options for clinical, macro, clinical/macro, and macro/clinical are listed in Appendix A.

**Course Development Suggestions**

1. **SWCL/SWOA 735: Critical Disability Perspectives in Policy and Practice**

This will be a cross-listed course looking at critical disability perspectives in policy and practice. This course will focus on introducing students to the field of disability studies and utilizing critical disability perspectives and concepts to analyze social policy and social work practice as it relates to people with disabilities. Disability rights issues and policies will be discussed including social security programs, disability benefits, health insurance supplements, educational policies, employment acts, and more. Disability practice will be discussed including proper training methods for clients with disabilities, ways to increase accessibility in services, and diving into different vulnerable populations with disabilities and how to best assist them. Finally, this course will explore the intersection of identity, structural oppressions, and privileges and oppressions of clinicians and individuals with disabilities.
 The midterm assignment could be inspired by Helen Meekosha,Associate Professor in Social work at the University of New South Wales:

 *Students will choose a policy or practice framework they have encountered in their field placements and to (1) identify ways in which these may be perpetuating ableism or problematic assumptions about disabilities and (2) propose realistic ways to rework policies or shift practice frameworks to better enact disability justice.*

**SWOA 735 macro students** will have a final exam of a comprehensive paper analyzing and critiquing one disability act or policy. Students will choose a policy or act they prefer. Here are some examples:

1. Social Security Disability Insurance
2. VA Disability Benefits
3. Section 504 of the Rehabilitation Act of 1973
4. Individuals with Disabilities Education Act of 1975
5. Americans with Disabilities Act (ADA) 1990
6. Supplemental Nutrition Assistance Program (SNAP)
7. Women, Infants, and Children (WIC)

**SWCL 735 clinical** **students** will have a final exam of a comprehensive paper analyzing and critiquing one of the following therapy orientations for clients with disabilities. Here are some examples of therapy orientations students can critique: Students will be able to analyze and critique the following interventions: motivational interviewing, cognitive-behavioral therapy, dialectical-behavioral therapy, and trauma-informed care.

1. **SWCL 741/SWOA 741:Disability and Social Security: Welfare Programs**

This macro/clinical methods course will focus specifically on welfare programs and policies relevant to individuals with disabilities. A critical lens will be used to look at disability policies and programs such as social security supplemental income, disability insurance, the Americans with Disabilities Act (ADA) of 1990 and its implementation today, and other programs. This course will examine the eligibility criteria of programs and help students understand how policies are created and enacted on local, state, and national levels. Legislation currently in progress to advance the rights of individuals with disabilities will also be discussed. Finally, efforts to increase employment and protections in employment for individuals with disabilities will be discussed.

**SWOA 741 macro students** will have a final exam of a comprehensive paper conducting a thorough policy analysis of one government assistance program of their choice. Students will have the opportunity to analyze the following policies: (1) Social Security Disability Insurance; (2) VA Disability Benefits; (3) Section 504 of the Rehabilitation Act of 1973; (4) Individuals with Disabilities Education Act of 1975; (5) Americans with Disabilities Act (ADA) of 1990; (6) Supplemental Nutrition Assistance Program (SNAP); and (7) Women, Infants, and Children (WIC).

**SWCL 741 clinical students** will have a final exam of a comprehensive paper involving a case conceptualization. Students will be given a mock case of a client who needs financial guidance and assistance with various life needs (housing, medical care, employment, etc.). Students will create a thorough treatment plan including community resources and state/federal programs to assist the client with their most emergent needs.

**Alternative assignment idea for SWCL 741 clinical and macro students**Students will create educational materials to advertise welfare programs and resources to potential classes. Examples of educational materials could be:

1. A PowerPoint presentation targeted towards agencies, universities, hospitals, and nonprofits detailing federal and state program opportunities, and local resources for financial, medical, and educational support.
2. A mock flyer and a drafted community outreach recruitment plan for local agencies and nonprofits to spread the word about these free programs and services
3. A social media advocacy plan targeting local community members and constituents
4. An op-ed piece from a clinician’s perspective about these programs and resources, or from a client’s perspective about how these programs and resources helped them.

 **Conclusion**

Accessibility is a constant and evolving that has spanned generations in the United States. Disability justice advocates continue to stand up for legislative policy, healthcare access, social security benefits, employment protections, and more. But as a society, there are many barriers that still prevent individuals with disabilities from receiving adequate healthcare, educational opportunities, and full community integration. Covid-19 has highlighted and further complicated these barriers due to inadequate funding for benefits and increased isolation of immunocompromised individuals. That being said, this unprecedented time offers a unique opportunity for growth at the University of Maryland, Baltimore School of Social Work.

While barriers to care become more and more evident, there still remains a gap of services for individuals with disabilities and education offered to highlight the lived experiences of individuals with disabilities. Very few social work programs address this problem and even fewer offer specific courses, training, or research on accessibility. The Disability Justice and Accessibility subspecialization would help remedy this issue by exposing students at the University of Maryland, Baltimore School of Social Work to accessibility and disability justice concepts. Clinical students will learn therapeutic models and interventions to support individuals with disabilities, and macro students will learn policy and research opportunities to advocate for accessibility.

 The University of Maryland, Baltimore School of Social Work would be one of the first programs in the United States to offer a structured curriculum in disability justice and accessibility. In creating this sub-specialization, the School of Social Work has the potential to attract students, staff, research and clinical faculty interested in furthering accessibility goals. This proposal outlines the research evidence, demonstrated need, benefits to the school, curriculum plans, and field placement opportunities for students interested in this sub-specialization. The University of Maryland, Baltimore School of Social Work would be the first of many institutions to champion accessibility at the graduate level. As the world and society evolve, accessibility needs to evolve with it.

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**Appendix A**

**Disability Justice and Accessibility Sub-Specialization: Curriculum**

**CLINICAL**

|  |  |  |  |
| --- | --- | --- | --- |
| ✔ |  | Prerequisites | Cr. |
|  | Select One Policy | SOWK 713:Social Policy and Health CareSOWK 708: Integrated Behavioral Health Policy | SOWK 600 | 3 |
|  | SWCL 700: Advanced Clinical Interventions | SOWK 630,631,635 | 3 |
|  | SWCL 744: Psychopathology | SOWK 630,631,635 | 3 |
|  |  | SWCL 754:Social Work and Developmental Disabilities | SOWK 632, 636 | 3 |
| Select One | SWCL/SWOA 735: Critical Disability Perspectives in Policy and Practice (needs to be created)SWCL/SWOA 741: Disability and Social Security Welfare Programs (needs to be created) | SOWK 632, 636 | 3 |
|  | Elective (Any 700 level course or SOWK 699) | Varies | 3 |
|  | Elective (Any 700 level course or SOWK 699) | Varies | 3 |
|  | SWCL 794: Advanced Clinical Field Practicum (Fall) | SOWK 635, 636 | 6 |
|  | SWCL 795: Advanced Clinical Field Practicum (Spring) | SWCL 794 | 6 |
|  |  |  |  |
|  | **MACRO** |  | 33 |
|  | SelectOne Policy | SOWK 708: Integrated Behavioral Health PolicySOWK 713:Social Policy and Health Care | SOWK 600 | 3 |
|  | Select One | SWOA 703: Program Development orSWOA 704: Community Organizationor SWOA 707: Social Policy and Social Change | SOWK 630,631,635 | 3 |
|  | SWOA/SWCL 741: Disability and Social Security Welfare Programs (needs to be created) | SOWK 632, 636 | 3 |
|  | SWCL/SWOA 735: Critical Disability Perspectives in Policy and Practice (needs to be created) | SOWK 632, 636 | 3 |
|  | SWOA Methods (Any SWOA course) | SOWK 632, 636 | 3 |
|  | Elective (Any 700 level course or SOWK 699) *SOWK 765 recommended* |  | 3 |
|  | Elective (Any 700 level course or SOWK 699) | Varies | 3 |
|  | SWOA 794: Advanced Macro Field Practicum (Fall) | SOWK 635, 636 | 6 |
|  | SWOA 795: Advanced Macro Field Practicum (Spring) | SWOA 794 | 6 |
|  |  |  | 33 |

**CLINICAL/macro**

|  |  |  |  |
| --- | --- | --- | --- |
| ✔ | COURSES | Prerequisites | Cr. |
|  | Select OnePolicy | SOWK 713:Social Policy and Health CareSOWK 708: Integrated Behavioral Health Policy | SOWK 600 | 3 |
|  | SWCL 700: Advanced Clinical Interventions | SOWK 630,631,635 | 3 |
|  | SWCL 744: Psychopathology | SOWK 630,631,635 | 3 |
|  | SWCL 754: Social Work and Developmental Disabilities | SOWK 632, 636 | 3 |
|  | SWCL/SWOA 735: Critical Disability Perspectives in Policy and Practice (needs to be created) | SOWK 632, 636 | 3 |
|  | Select One | SWOA 703: Program Development orSWOA 704: Community Organization or SWOA 707: Social Policy and Social Change | SOWK 630,631,635 | 3 |
|  | SWCL/SWOA 741: Disability and Social Security Welfare Programs (needs to be created) | SOWK 632, 636 | 3 |
|  | SWCL 794: Advanced Clinical Field Practicum (Fall) | SOWK 635, 636 | 6 |
|  | SWCL 795: Advanced Clinical Field Practicum (Spring) | SWCL 794 | 6 |
|  |  |  | 33 |

MACRO/clinical

|  |  |  |  |
| --- | --- | --- | --- |
| ✔ | COURSES | Prerequisites | Cr. |
|  | Select One Policy | SOWK 708: Integrated Behavioral Health PolicySOWK 713:Social Policy and Health Care | SOWK 600 | 3 |
|  | Select One | SWOA 703: Program Development orSWOA 704: Community Organization or SWOA 707: Social Policy and Social Change | SOWK 630,631,635 | 3 |
|  | SWOA Methods (Any SWOA course) | SOWK 632, 636 | 3 |
|  | SWCL/SWOA 735: Disability Justice and Social Policy (needs to be created) | SOWK 632, 636 | 3 |
|  | SWCL/SWOA 741: Disability and Social Security Welfare Programs (needs to be created) | SOWK 632, 636 | 3 |
|  | SelectOne | SWCL 700: Advanced Clinical Interventions orSWCL 744: Psychopathology | SOWK 630,631,635 | 3 |
|  | SWCL 754: Social Work and Developmental Disabilities | SOWK 632, 636 | 3 |
|  | SWOA 794: Advanced Macro Field Practicum (Fall) | SOWK 635, 636 | 6 |
|  | SWOA 795: Advanced Macro Field Practicum (Spring) | SWOA 794 | 6 |
|  |  |  | 33 |

 Disability Justice and Accessibility Curriculum Overview:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CLINICAL | MACRO | CLINICAL/macro | MACRO/clinical |  |
| SWOK 713 or SWOK 708 | SWOK 713 or SWOK 708 | SWOK 713 or SWOK 708 | SWOK 713 or SWOK 708 | 3 |
| SWCL 700 | SWOA 703, SWOA 704 orSWOA 707 | SWCL 700 | SWOA 703, SWOA 704 orSWOA 707 | 3 |
| SWCL 744 | SWOA/SWCL 741 | SWCL 744 | SWOA Methods | 3 |
| SWCL 754  | SWCL/SWOA 735:  | SWCL 754 | SWCL/SWOA 735:  | 3 |
|  | SWOA Methods | SWCL/SWOA 735:  | SWOA/SWCL 741: | 3 |
| SWCL/SWOA 735OR SWOA/SWCL 741 | Elective (SOWK 765recommended) | SWOA 703, SWOA 704 orSWOA 707 | SWCL 700 or SWCL 744 | 3 |
| Elective | Elective | SWOA/SWCL 741) | SWCL754 | 3 |
| Elective | Elective | Elective | Elective | 3 |
| SWCL 794 then SWCL795 | SWOA 794 then SWOA 795 | SWCL 794 then SWCL 795 | SWOA 794 then SWOA 795 | 12 |
| TOTAL CREDITS: 36 |

**Appendix B**

**Field Placement Options

Clinical Field Placements**

*Foundation Year Only*

1. BALTIMORE CITY COMMUNITY COLLEGE OFFICE OF DISABILITY SERVICES
2. UMB: OFFICE OF DISABILITY SERVICES/WELLNESS HUB
3. MARYLAND DEPARTMENT OF HUMAN SERVICES ADULT PROTECTIVE SERVICEs
4. MARYLAND DEPARTMENT OF HUMAN SERVICES - ADULT SERVICES.
5. PETER'S ADULT LEARNING CENTER, INC.
6. EASTER SEALS GREATER WASHINGTON-BALTIMORE REGION INTERGENERATIONAL CENTER ADULT DAY SERVICES
7. HUMANIM, INC.
8. THE ARC OF FREDERICK COUNTY

*Foundation and Advanced Year*

1. REGIONAL INSTITUTE FOR CHILDREN AND ADOLESCENTS - RICA BALTIMORE
2. MONTGOMERY COUNTY DHHS, A&D & ADULT PROTECTIVE SERVICES
3. CORNERSTONE MONTGOMERY
4. HIGH ROAD ACADEMY OF LANHAM
5. MARYLAND SCHOOL FOR THE DEAF
6. MONTGOMERY COUNTY COALITION FOR THE HOMELESS/VIP PROGRAM
7. PARTNERSHIP DEVELOPMENT GROUP, INC.

 *Advanced Year Only*

1. KENNEDY KRIEGER INSTITUTE
2. HOLY CROSS - MEDICAL ADULT DAY CENTER
3. CENTER FOR SOCIAL CHANGE
4. FOUNDATION SCHOOL OF MONTGOMERY COUNTY
5. HIGH ROAD SCHOOL OF CECIL COUNTY
6. WAY STATION

**Macro Field Placements**

*Foundation Year Only*

1. BALTIMORE CITY COMMUNITY COLLEGE OFFICE OF DISABILITY SERVICES
2. MONTGOMERY COUNTY DHHS, A&D & ADULT PROTECTIVE SERVICES
3. ST. PETER'S ADULT LEARNING CENTER, INC.
4. CORNERSTONE MONTGOMERY
5. EASTER SEALS GREATER WASHINGTON-BALTIMORE REGION INTERGENERATIONAL CENTER ADULT DAY SERVICES
6. HIGH ROAD ACADEMY OF LANHAM
7. MARYLAND SCHOOL FOR THE DEAF
8. MONTGOMERY COUNTY COALITION FOR THE HOMELESS/VIP PROGRAM
9. MSW ACCESSIBILITY PROJECT
10. PARTNERSHIP DEVELOPMENT GROUP, INC.
11. THE ARC OF FREDERICK COUNTY

*Foundation and Advanced Year*

1. UMB: OFFICE OF DISABILITY SERVICES/WELLNESS HUB
2. MARYLAND DEPARTMENT OF HUMAN SERVICES ADULT PROTECTIVE SERVICES
3. MARYLAND DEPARTMENT OF HUMAN SERVICES - ADULT SERVICES
4. HUMANIM, INC.

*Advanced Year Only*

1. KENNEDY KRIEGER INSTITUTE
2. DEPARTMENT ON DISABILITY SERVICES - REHABILITATION SERVICES ADMINISTRATION
3. MARYLAND CENTER FOR DEVELOPMENTAL DISABILITIES AT KENNEDY KRIEGER INSTITUTE
4. DEPARTMENT OF HUMAN SERVICES - OFFICE OF ADULT SERVICES

**About the Authors**

*Dana Kobrin, BA (She/Her)*Dana holds a BA in Psychology from the University of Maryland, Baltimore County and is currently pursuing a MSW at the University of Maryland, Baltimore School of Social Work. She is an Americorps VISTA alumni who worked at a state-funded non-profit organization that specializes in higher education attainment for underrepresented populations. Dana worked for the University of Maryland, College Park in Admissions and Recruitment, and supported Student Affairs by assisting with advising, career planning, and other case management services for undergraduate students. Dana has extensive experience in higher education admissions and recruitment, advising, curriculum building, and case management for students, including transfer students, non-traditional students, and students with disabilities.

*Mary Mckelvie, MA (They/Them)*Mary holds a BA in Anthropology from Kutztown University of Pennsylvania and a MA in Women’s and Gender Studies from the University of South Florida. They are currently pursuing an MSW from the University of Maryland, Baltimore School of Social Work. Mary’s research interests reside at the intersections of queer theory, critical disability studies, animal assisted psychotherapy, and feminist pedagogy. Prior to coming to the School of Social Work, Mary worked for a non-profit organization that provided employment and rehabilitative services to adults with developmental and intellectual disabilities. Currently, Mary is self-employed as a residential therapist and also works at an equestrian barn in Baltimore, MD. Mary has extensive experience in providing therapeutic support for neurodivergent individuals, individuals with disabilities, as well as trans, queer, and gender non-conforming individuals.

*Olivia (Libby) Nuss, BME (She/They)*Libby holds a BME from Indiana University Jacobs School of Music and is currently pursuing a MSW from the University of Maryland, Baltimore School of Social Work. Prior to coming to UMB, Libby worked for eight years as a music educator and band director in the state of Virginia and in New York City. She is currently a SUDIF scholar, serves as the Education and Outreach Coordinator at the Common Market Co-Op in Frederick, MD, and is a founding Board Member of the Diversity Equity and Inclusion Committee there. Libby is passionate about building bridges within her community and co-creating paths to a more just and sustainable future. Libby has experience in community outreach, education, providing therapeutic support to children and adolescents, and facilitating therapeutic group work with adults.

1. Students may be missing from these numbers, as the study does not highlight children who may be homeschooled, are not enrolled in school, are waiting on a diagnosis, or are attending a private school. [↑](#footnote-ref-1)