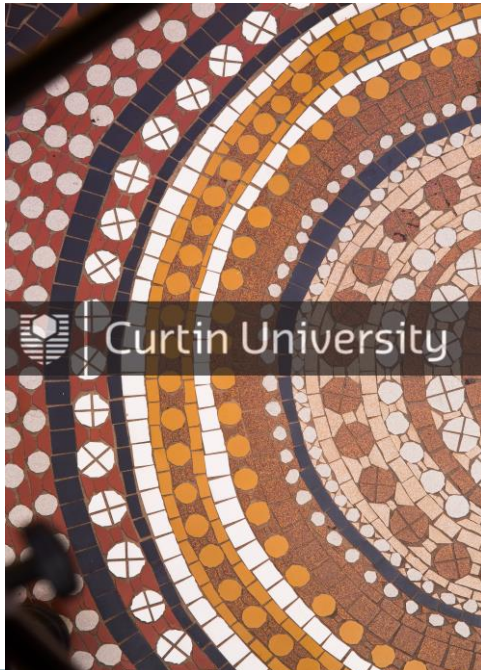


Embedding Disability in the Social Work Curriculum

The social work and human services higher education and professional policy context

Christina Fernandes, Sophie Ridley, Catherine Stewart
Amy Warren, Barbara Blundell, and Lynelle Watts.

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Acknowledgement of Country

We would like to acknowledge the Wurundjeri people of the Kulin Nations on whose land we are standing, and recognise their strength, resilience and capacity and the leadership of their Elders, past, present and emerging.

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Overview

- Background
- Methodology
- Findings – Current students
- Findings – Industry and Alumni
- Next steps
- Questions



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Background

- Curriculum Planning Day
- Increasing employment opportunities – NDIS
- Increasing numbers of Curtin Access Plans
- No specific 'disability' unit - throughlines



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Methodology

1. Curriculum mapping

		Semester 1			
1 st Year	SCWK1000	-	WT	W (o)	V(o)
	NURS1004	ULO3		W8T	
	CMHL1000	-		LT	
	PSYC1000	-		?	



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2. Surveys – Current BSW & MSWQ students, Alumni and Industry Partners

3. Focus groups – Staff, Current Students, Alumni and Industry Partners



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Findings – current students



BSW - 28
MSW-Q - 4



Domestic - 31



International - 1



Female = 29
Caucasian = 26
Aged 20-34 = 28



Students with disability



Family member with disability = 13



Friend with disability = 18

1/2 had experience in disability
13 currently employed in disability



15 wanted to work in disability now
20 wanted to work in disability in the future

Findings – current students



Preparedness to work in disability

Prepared/somewhat prepared to work with people with disability = 19
 Prepared/somewhat prepared to work with NDIS participants/applicants = 16
 Prepared/somewhat prepared to work in disability policy = 8
 Prepared/somewhat prepared to work in disability research = 8

Findings –students

- Many students expressed concern about the working conditions and context of the disability sector
- Some noted they lacked sufficient knowledge of disability and NDIS to work in the disability sector
- Suggestions for the course:
 - 1) Lived experience
 - 2) Place-based learning
 - 3) Embedding disability and NDIS content across course OR specific disability unit
 - 4) NDIS specific learning

“There are so many social workers needed in the disability field and implementing a more thorough education of this area is likely to steer more future practitioners in that direction!”

Findings – industry and alumni



26 Curtin grads



13 industry partners

Majority working in practitioner (18) or other frontline roles (10)
8 in coordinator/team leader roles

11 had less than one year working in their field

17 had more than 3 years experience in their field



19 from disability sector

9 from health sector



6 from child protection

6 from ageing sector

7 from mental health



11 had less than one year working as a SW

17 had more than 3 years experience as a SW

8/17 had more than 10 years experience as a SW



Findings – industry and alumni



Social work and disability

15 agreed and 9 disagreed that SW currently plays a prominent role in disability

24 agreed and 1 disagreed SW should play a more prominent role

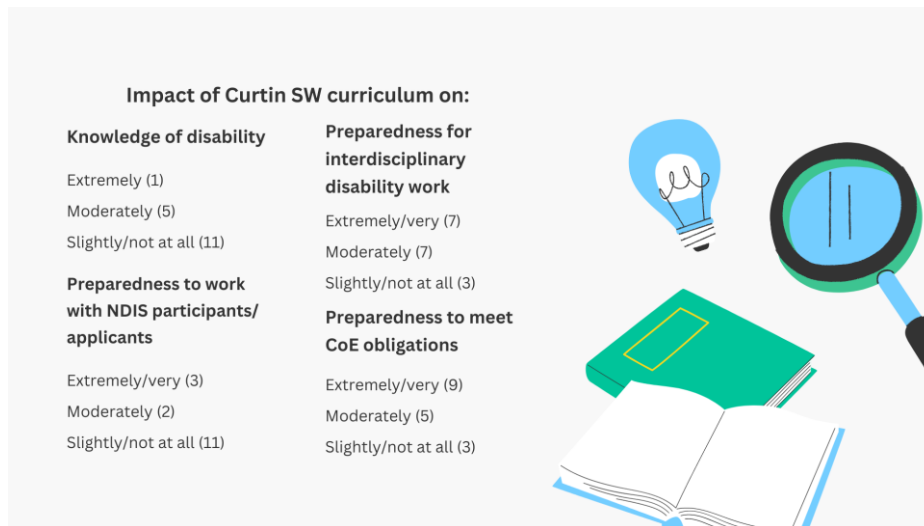
Skills, knowledge and values expected for new grads in disability

Knowledge - anti-discrimination, human rights, inclusive practice, solutions focussed and strengths based practice, systems theory

Skills - assessment and writing

Values - awareness of ableism, flexibility, genuineness, inclusive practice, non-judgemental, patience, respect, transparency

Findings – industry and alumni



Next phase/ where to from here?

- Considerations going forward: the changing landscape and addressing intersectionality
"Everyone experiences disability differently"
- Suggestions for the course:
 - 1) Lived experience
 - 2) Focus on dignity of risk and supported decision making
 - 3) Intersection of disability for women experiencing abuse and trauma
 - 4) Legislation and historical factors
 - 5) NDIS specific learning
- Course mapping in preparation curriculum implementing recommendations.

Questions

