

Issues of Disability and Disability-Competent Care (DCC) Social Work Curriculum

Educational Resource Database

This document provides an accessible version of the *Issues of Disability and Disability-Competent Care Social Work Curriculum Educational Resource Database* available on a google spreadsheet.¹ The table below compiles educational resources for social work educators to incorporate issues of disability and disability-competent care into the curricula. It includes the name of the resource, a brief description, a link to the resource, the type of resource, and the associated CSWE competency or competencies. This document is a companion to the *Curricular Resource on Issues of Disability and Disability-Competent Care* available on the CSWE Center for Diversity and Social & Economic Justice's website at <https://www.cswe.org/Centers-Initiatives/Centers/Center-for-Diversity>. Many of the educational resources below come from DCC materials developed or compiled for health-care settings and available on the Resources for Integrated Care (RIC)² website at <https://www.resourcesforintegratedcare.com>. Other materials include a broader scope including other settings where social workers practice such as schools, community mental health centers, advocacy organizations, government, and so forth. In addition to DCC model content, workgroup members contributed educational resources they suggest for classroom use. The resources do not represent a comprehensive collection for all disability types and settings.

¹ Available at https://docs.google.com/spreadsheets/d/1M2arvHWdriBoNzC4GNabQbyHjg5CJ9q_RkOrUs0PV2U/edit#gid=1448839630

² RIC develops and disseminates technical assistance and actionable tools for providers of beneficiaries dually eligible for Medicare and Medicaid based on successful innovations and care models. The RIC website features additional resources and tools, and is supported by the Centers for Medicare & Medicaid Services, Medicare-Medicaid Coordination Office.

DCC Social Work Curriculum Educational Resources

Resource	Description	Link	Resource Type	CSWE Competency
"Barriers and Solutions" - Three Short Videos	These videos from the Disability Rights Education and Defense Fund (DREDF) focus on widespread barriers to care. The short videos include excerpts from the HEALTHCARE STORIES series. They feature stories about inaccessible examination tables and weight scales and healthcare provider misperceptions and stereotypes. Advocates and practitioners alike recount their personal experiences and recommend actions for improving care. These videos present an all-important human perspective and affirm the barriers to care identified in a decade of research. These videos can be shown in class and then followed by a facilitated discussion.	https://dredf.org/healthcare-stories/2014/02/05/barriers%E2%80%8E-solutions/	Film and Media	Competency 2, 3, 6, 7, 8, and 9
"Healthcare Stories - Alice Wong"	Alice Wong, a wheelchair user with spinal muscular atrophy, a neuromuscular disability, lives in the San Francisco Bay Area. In this video she discusses her experiences in healthcare settings. This video can be shown in class and then followed by a facilitated discussion.	https://dredf.org/healthcare-stories/2012/06/24/alice-wong/	Film and Media	Competency 2, 3, 6, 7, 8, and 9
"Important to/Important for"	In this video, Michael Smull of the Learning Community for Person-Centered Practices and Support Development Associates introduces a core/foundational concept of Person-Centered Thinking™ and person-centered planning - sorting "important to and for." This video can be shown in class and then followed by a facilitated discussion or an assignment to identify the "important to/important for" of someone that the student is working with.	https://www.youtube.com/watch?v=VDqERlxM4HM	Film and Media	Competency 6 and 7

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Resource	Description	Link	Resource Type	CSWE Competency
"Including Samuel" Video Trailer	This is a trailer of a video called "Including Samuel." The video created by photojournalist Dan Habib examines educational and social inclusion for people with disabilities and can stimulate discussion about other aspects of inclusive practice. This video can be shown in class and then followed by a facilitated discussion.	https://www.youtube.com/watch?v=Xfg1pswiOgM	Film and Media	Competency 1, 2, 3, and 6
"It's Our Story" YouTube Videos	It's Our Story is a national initiative to make disability history public and accessible. The YouTube channel includes several video interviews from disability leaders across the country since 2005. The video clips describe personal experiences in a variety of settings and can be used to engage with students about the experience of the individuals in the clips. They can also be used as scenarios to discuss engagement strategies, assessment, and intervention.	https://www.youtube.com/user/ItsOurStoryProject/videos	Film and Media	Competency 2, 6, 7, and 8
"Offense Taken" Video Trailer	This video is a trailer of a longer video about use of the "R Word." It documents how a coalition of individuals with disabilities and their allies responded to a Minneapolis theater show titled "Rise of the Celebretards." It could start a discussion about the importance of language.	https://www.youtube.com/watch?v=YONvS7Qm-gc	Film and Media	Competency 1, 2, and 3
"One Page Profiles - Personalization"	This video from Helen Sanderson Associates describes a strategy used in person-centered planning called one-page profiles. It describes the components, various uses, and the value of one page profiles. This video can be shown in class as an example of a person-centered planning tool and then followed by a facilitated discussion about potential uses.	https://www.youtube.com/watch?v=fnaKnVWFh44	Film and Media	Competency 2, 3, 6, and 7

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"Social Model of Disability"	This short video from the National Disability Arts Collection and Archive from the United Kingdom defines the social model of disability in contrast to the medical model of disability. It details the aspects of society that could eliminate barriers for people with disabilities. This video can be shown in class and then followed by a facilitated discussion.	https://www.youtube.com/watch?v=24KE_OCKMw	Film and Media	Competency 3 and 4
"The Faces of Self Determination"	This short video from the National Gateway to Self-Determination includes self-advocates describing self-determination with personal stories. This can be shown in class and followed by a facilitated discussion.	https://www.youtube.com/watch?v=YPWhAMe4UzU	Film and Media	Competency 2 and 6
"What is the Social Model of Disability?"	In this short film, Scope, a disability advocacy organization in England and Wales, asks prominent people with disabilities from the disability community about the social model of disability. This video can be shown in class and then followed by a facilitated discussion.	https://www.youtube.com/watch?v=0e24rfTz2CQ	Film and Media	Competency 3 and 4
"When Parents Can't Fix It"	This 58-minute documentary video co-produced by Sharon Thompson, Sixth Street Productions, and Dr. Virginia Cruz, the Director of the Social Work Program at Metropolitan State College of Denver, details the perspective of parents of children with disabilities. The video can serve as content for an assignment on family systems or societal structures that impact families with individuals with disabilities.	http://www.developmentaldisability.org/when_parents_can%27t_fix_it.htm	Film and Media	Competency 1, 2, and 8

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Resource	Description	Link	Resource Type	CSWE Competency
AASPIRE Academic Autism Spectrum Partnership in Research and Education	Based at Portland State University, AASPIRE brings together people from three communities: the academic community, the autistic community, and the community of people who provide support and services to autistics. The website provides examples of community-involved research. These examples can highlight research that is happening in the community with people with disabilities. It could be used in a social work research class to re-enforce the importance of involving individuals with disabilities in research.	https://aaspire.org	Website	Competency 4
Access Maine: Home Modification Toolkit	This resource from Access Maine provides an overview of home modifications. Students can walk through this toolkit to learn more about the common types of home modifications, the process of assessing for home modifications, and potential funding sources.	http://www.accessmaine.org/Toolkits/HomeMod/homemod.htm	Practical Tool	Competency 6, 7, 8, and 9
Access to Medical Care: Training Tools for Health Care Providers, Disabled Patients and Advocates on Culturally Competent Care and Compliance with Disability Law	These videos from the World Institute on Disability provide information on providing culturally competent care and guidance on complying with disability laws. It can be used in the classroom to facilitate discussion or for class assignments.	https://wid.org/2016/01/08/access-to-medical-care-dvd-training/	Film and Media	Competency 1, 2, and 5

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Resource	Description	Link	Resource Type	CSWE Competency
Administration for Community Living: No Wrong Door	This website hosted by the Administration on Community Living provides a resource for building support for access systems serving individuals and families needing long-term services and supports (LTSS). A No Wrong Door System serves anyone seeking LTSS, regardless of age, income, or disability. The information on this site can be used in a policy course to frame the need for access to LTSS and provide data and information on older adults and individuals with disabilities.	https://nwd.acl.gov/	Website	Competency 3, 5, 6, 7, and 8
Alliance for Disability in Health Care Education	The Alliance for Disability in Health Care Education is a not-for-profit organization comprised of medical school faculty, nursing school faculty, and other health care educators who are working to integrate disability-related content and experiences into health care education and training programs. This website has numerous resources for use by educators to facilitate discussions on disability-related content.	http://www.adhce.org/	Website	Competency 1 and 4
AlMakhamreh, S.S., AlHadid, H.T., & AlBakar, A.M. (2015). Social work students field training as an opportunity to develop best practices in disabilities: The case of Jordan. <i>European Journal of Social Work</i> , 18, 756-769.	This article details how social work students in Jordan engaged in critical thinking and advocacy on disability and inclusion through field placement. It can be used for in-class discussion, group exercises, or written assignments.	https://www.tandfonline.com/doi/abs/10.1080/13691457.2014.1001724	Article	Competency 2

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Resource	Description	Link	Resource Type	CSWE Competency
Amado, A. (2008). Innovative Models and Best Practices in Case Management and Support Coordination. <i>Policy Research Brief</i> , 19(1), Minneapolis, MN: Research and Training Center on Community Living at the University of Minnesota.	This paper from the Institute on Community Integration at the University of Minnesota details best practices in case management and support coordination. It can be used for in-class discussion, group exercises, or written assignments.	https://ici.umn.edu/products/prb/191/default.html	Article	Competency 4
Amado, A. N. and Mc Bride, M. (2001). <i>Increasing Person-Centered Thinking: Improving the Quality of Person-Centered Planning: A Manual for Person-Centered Planning Facilitators</i> . Minneapolis, Minnesota: University of Minnesota, Institute on Community Integration.	This resource from the Institute on Community Integration at the University of Minnesota provides a comprehensive overview of person-centered planning and common models. The social work instructor can use this resource to become familiar with person-centered planning and understand how it differs and aligns with traditional social work assessment and care planning.	https://rtc.umn.edu/docs/pcpmanual1.pdf	Article	Competency 4
Behuniak, S.M. (2011). Death with "dignity": The wedge that divides the disability rights movement from the right to die movement. <i>Politics and the Life Sciences</i> , 30, 17-32.	This resource examines the perspective of the disability rights movement and the right to die movement. It can be used for in-class discussion, group exercises, or written assignments particularly around ethics and ethical decision-making.	https://www.ncbi.nlm.nih.gov/pubmed/22204677	Article	Competency 2

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Resource	Description	Link	Resource Type	CSWE Competency
Benefits for Individuals with Disabilities	This federal website describes Social Security Disability Insurance and Supplemental Security Income. It provides a basic overview and can be added to class lectures on benefits for people with disabilities. Students can also explore the website to learn about eligibility processes and access issues.	https://www.ssa.gov/disability/	Website	Competency 5
Berger, R.J., & Lorenz, L.S. (2015). <i>Disability and qualitative research: Disability and qualitative inquiry. Methods for Rethinking an ableist world.</i> New York, NY: Taylor & Francis.	Sections of this resource can be used for in-class discussion, group exercises, or written assignments in a research class.	https://www.routledge.com/Disability-and-Qualitative-Inquiry-Methods-for-Rethinking-an-Ableist-World/Berger-Lorenz/p/book/9781472432896	Book	Competency 4
Best Practices for Meaningful Consumer Input in New Health Care Delivery Models	This resource from Community Catalyst, an advocacy group, focuses on best practices in designing new health care delivery models which can be used for serving individuals with disabilities. It addresses the importance of engaging individuals with disabilities into the design and evaluation process. This can be assigned reading to facilitate written or oral assignments.	https://www.communitycatalyst.org/doc-store/publications/meaningfulconsumerinput_healthcaredeliverymodels.pdf	Article	Competency 3, 6, and 9
Care Management Practices in Integrated Care Models for Dual Eligibles	This resource from AARP Public Policy Institute details a study on care management practices for individuals dually eligible for Medicare and Medicaid. It can be used for in-class discussion, group exercises, or written assignments.	https://resourcesforintegratedcare.com/sites/default/files/CareManagementPracticesInIntegratedCareModelsforDualEligibles.pdf	Article	Competency 4, 5, and 7

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Resource	Description	Link	Resource Type	CSWE Competency
Care Transition Toolkit	This resource provides numerous tools for individuals to use to plan for transitions. The purpose of the toolkit includes addressing barriers, improving communication, and building or strengthening relationships between members of a care team including the individual and his or her supportive individuals. This tool can be used by students and the results can be discussed in class or analyzed in a paper.	https://www.resourcesforintegratedcare.com/behavioral health/care coordination/tool/overview	Practical Tool	Competency 1, 3, 6, and 7
Interdisciplinary Care Teams for Medicare-Medicaid Enrollees: Considerations for States	This brief from the Center for Health Care Strategies, The SCAN Foundation and The Commonwealth Fund describes considerations for interdisciplinary care team development and oversight and gives examples of strategies used by states integrating care for Medicare-Medicaid beneficiaries through various platforms. It can be used for in-class discussion, group exercises, or written assignments.	http://www.chcs.org/media/INSIDE ICTs for Medicare-Medicaid Enrollees-012216.pdf	Article	Competency 4
List of Disability Organizations	This list of disability organizations from the American Bar Association provides a comprehensive overview of federal agencies as well as associations and advocacy organizations focused on disability issues. It can be used in the classroom to demonstrate the breadth and depth of diversity in disability.	https://www.americanbar.org/groups/disabilityrights/resources/disability_organizations_resources.html	Website	Competency 2, 3, 4, and 5
The Arc	The Arc promotes and protects the human rights of people with intellectual and developmental disabilities and actively supports their full inclusion and participation in the community throughout their lifetimes. Educators can locate local chapters to invite speakers. Students can explore this website to learn about disability as a civil rights construct.	https://www.thearc.org/	Website	Competency 2, 3, 4, and 5

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ADAPT	ADAPT is a national grass-roots community that organizes disability rights activists to engage in nonviolent direct action, including civil disobedience, to assure the civil and human rights of people with disabilities to live in freedom. Educators can locate local chapters to invite speakers. Students can explore this website to learn about disability as a civil rights construct.	http://adapt.org/	Website	Competency 2, 3, 4, and 5
National Council on Independent Living	The National Council on Independent Living is an advocacy and membership organization that supports all disability types in an independent living model. Educators can use the site to locate their local Center for Independent Living (CIL) and invite a speaker to come address their classes. CILs must employ a majority of individuals with disabilities and provide independent living skills training, peer support, transition assistance, and information and referral to individuals with disabilities of any type.	https://www.ncil.org/	Website	Competency 2, 3, 4, and 5
Checklist for Readily Available Barrier Removal	This resource from Adaptive Environments is posted on www.ada.gov , the Department of Justice's website on the Americans with Disabilities Act (ADA). It identifies accessibility issues and solutions in existing facilities in order to meet obligations under the ADA. This tool can be used by students and the results can be discussed in class or analyzed in a paper.	https://www.ada.gov/chec/web.htm	Practical Tool	Competency 5 and 7
Colorado Medicaid Videos on Disability-Competent Care	These videos from the Colorado Department of Health Care Policy and Financing provide training in disability-competent care for providers. They could be applied to student's field placement to analyze disability-competence.	https://www.colorado.gov/pacific/hcpf/disability-competent-care	Film and Media	Competency 2, 3, 6, 7, 8, and 9

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Council on Quality and Leadership	The Council on Quality and Leadership provides accreditation, training, certification, and customized consultation to human service organizations and systems that share their vision of dignity, opportunity and community for all people. The information on this site can inform student research.	https://www.c-q-l.org/	Website	Competency 1, 3, and 4
Cultural Competency Training for Healthcare Providers: Connecting with your Patients	This resource from Industry Collaborative Effort provides cultural competency training for health care providers and highlights strategies for working with diverse communities such as LGBT, refugees, immigrants, seniors, and individuals with disabilities. It can be adapted for in class presentation around the importance of cultural competency.	http://www.iceforhealth.org/library/documents/ICE_C_L_Cultural_Competency_Provider_Training_Final(1).pdf	Presentation	Competency 1, 3, and 6
DCC Brief - Measuring Quality in HCBS: Key Considerations for Health Plans	This Resources for Integrated Care brief details the importance of focusing on quality within home and community-based services (HCBS). Students can reflect on how quality is addressed in field placement.	https://www.resourcesforintegratedcare.com/Behavioral_Health/%20Self_Management_Support/%20Brief/Measuring_Quality_in_HCBS	Brief	Competency 4, 5, 7, and 9
DCC Case Study: Health Plan and Primary Care Coordination	This Resources for Integrated Care case study describes how a health plan completed the Disability Competent Care Self-Assessment Tool (DCCAT) and then developed and implemented an improvement plan aimed at care coordination for their members with disabilities. This information can inform students' assignments around organizational development and policy.	https://www.resourcesforintegratedcare.com/node/307	Brief	Competency 5, 7, 8, and 9

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Resource	Description	Link	Resource Type	CSWE Competency
DCC Personal Story: Disability Competent Care - Tom's Story	Tom's story illustrates the components of disability-competent care (DCC) and their value in his life. He is a young adult living with TBI as a result of an injury from a car accident. The RIC story illustrates how applying the concepts of DCC supports Tom to maintain his health and life in the community as he desires. This story can be used in the classroom as an example of supporting individuals through the DCC model and a social worker's potential role in that process.	https://resourcesforintegratedcare.com/node/306	Personal Story	Competency 1, 2, and 3
DCC Personal Story: Flexible Long-Term Services & Supports - Peter's Story	Community-based long-term service and supports (LTSS) consists of a wide range of services critical in supporting individuals to remain independent in the community. Peter, who was diagnosed 15 years ago with MS, has seen significant decline in his functionality recently. He wants to remain active in his community. Peter's story exemplifies how a creative LTSS plan can address Peter's functional needs and desires for community integration. The Resources for Integrated Care story can be used in the classroom to apply disability-competent social work in supporting individuals with disabilities in the community.	https://resourcesforintegratedcare.com/node/300	Personal Story	Competency 1, 2, 3, and 7

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Resource	Description	Link	Resource Type	CSWE Competency
DCC Personal Story: Individualized Plan of Care - Jane's Story	This Resources for Integrated Care story demonstrates how social workers can work collaboratively with an individual to develop an individualized plan of support. Jane, who experienced a stroke several years ago, has recently been diagnosed with Type 2 diabetes. Her story illustrates the importance of care coordination and a flexible individualized plan of support to meet the needs and desires of an individual with disabilities. It details how the care coordinator and Jane worked through what was important to her to achieve her goals of minimizing her medications and having control over her life and choices including soda and sweets.	https://www.resourcesforintegratedcare.com/node/301	Personal Story	Competency 1, 2, 3, 4, 6, and 7
DCC Personal Story: The Care Coordination Relationship - Carmen's Story	This Resources for Integrated Care story illustrates the importance of a person-centered approach to care coordination including communication. Carmen holds a master's degree and works almost full-time as an academic researcher. She lives with C4-5 quadriplegia from a car accident in her teens. She has numerous functional limitations and chronic issues. She has a good team of specialists but her story highlights how their lack of communication impacts her care. This resource can be used in class to learn more about person-centered planning and inter-professional collaboration.	https://www.resourcesforintegratedcare.com/node/302	Personal Story	Competency 1, 2, 4, and 6

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Resource	Description	Link	Resource Type	CSWE Competency
DCC Personal Story: The Value of a Disability Competent Provider Network - Marcus' Story	Marcus's story illustrates the intersection of mental health and disability. Marcus is a 56-year-old man with multiple chronic illnesses including diabetes and bi-polar disorder. He lives alone with minimal social outlets. This personal story shows the need for disability-competent providers in delivering care to understand and address an individual's needs. This Resources for Integrated Care story can be shared in class to highlight the importance of social workers' ability to advocate for disability-competent care in various settings.	https://resourcesforintegratedcare.com/node/303	Personal Story	Competency 1, 2, 3, and 6
DCC Personal Story: Timely and Responsive Primary Care - Pedro's Story	This Resources for Integrated Care story provides an opportunity for classroom discussion about how social workers could support individuals to use primary care to work towards goals important to the person. Pedro lives with complex medical issues due to a C6-7 spinal cord injury. He recently moved to the U.S. and was admitted to the ER for multiple issues. He would like to live in the community, learn to drive and establish more personal relationships. This personal story illustrates how highly responsive primary care can help a person achieve their personal goals in life.	https://resourcesforintegratedcare.com/node/304	Personal Story	Competency 1, 2, 3, and 6

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Resource	Description	Link	Resource Type	CSWE Competency
DCC Personal Story: Transition Planning - Mrs. Smith's Story	This Resources for Integrated Care story can be used in the classroom to explore the social workers role in care transitions including but not limited to inter-professional coordination, facilitating personal goal setting, and collaborating with individuals to develop plans for transitions in care. Mrs. Smith is 75 years old and lives alone in a two-story house. She is limited socially due to pain and fatigue. She is proud of her independence but fears falling and loneliness. She has 20 chronic conditions including Parkinson's' and limited mobility and is taking 18 medications inconsistently. Disability-competent care considers the importance of transitions and actively plans for and manages them. Transitions include changes in settings and providers of care, as well as financial, housing, legal, employment, and other changes that affect the participant's ability to live independently.	https://resourcesforintegratedcare.com/node/305	Personal Story	Competency 3, 6, and 7
DCC Webinar: The Care Management Relationship	This Resources for Integrated Care webinar explores the importance of establishing a relationship between each individual and the interdisciplinary care team. Presenters discuss the application of person-centered care planning in care coordination and use a first-person story to demonstrate delivering disability-competent care through an interdisciplinary team. This information can be presented to students to further their understanding of the importance of inter-professional collaboration.	https://www.resourcesforintegratedcare.com/physical_disabilities/disability_competent_care/webinar/webinar8/care_management	Presentation	Competency 6 and 9

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DCC Webinar: Building A Disability-Competent Provider Network	This Resources for Integrated Care webinar provides an example of Inland Empire Health Plan's work to promote disability competency and use of interdisciplinary care teams. These slides can be adapted and used for in-class presentations.	https://www.resourcesforintegratedcare.com/physical_disability/dcc/webinars/delivering_dcc/webinar8	Presentation	Competency 6, 7, and 8
DCC Webinar: Dignity of Risk	This Resources for Integrated Care webinar explores the concept of consumer direction and 'Dignity of Risk' with the aim of providing participants with an understanding and ideas for application of this concept. These slides can be adapted and used for in-class presentations to address risk and how to work with individuals to promote self-determination.	https://www.resourcesforintegratedcare.com/physical_disability/dcc/webinars/dignity1	Presentation	Competency 2
DCC Webinar: Disability-Competent Behavioral Health	This Resources for Integrated Care webinar explores behavioral health needs and screening within the context of disability-competent care. These slides can be adapted and used for in-class presentations to address behavioral health needs for people with disabilities. They include discussion of the recovery model and incorporate a personal story to illustrate the concept.	https://www.resourcesforintegratedcare.com/DisabilityCompetentCare/2017_DC_C_Webinar_Series/Behavioral_Health	Presentation	Competency 6 and 7
DCC Webinar: Disability-Competent Care - What is it and Why does it Matter?	This Resources for Integrated Care webinar discusses the paradigm shift from a medical model to the independent living/person-centered model that is integral to the delivery of disability-competent care and explores the importance of new terminology (for example, from care plan to life plan). The slides can be adapted and used in the classroom.	https://www.resourcesforintegratedcare.com/physical_disability/dcc/webinars/care_implementation1	Presentation	Competency 1 and 4

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DCC Webinar: Disability-Competent Care Access	This Resources for Integrated Care webinar describes physical, communication, and programmatic access issues and considerations. It includes personal stories that can be used for reflection assignments. These slides can be adapted and used for in-class presentations to lead to discussion about access issues and barriers to care for people with disabilities.	https://www.resourcesforintegratedcare.com/DisabilityCompetentCare/2017_DC_Webinar_Series/Access	Presentation	Competency 2
DCC Webinar: Disability-Competent Care Planning: The Individualized Plan of Care	This Resources for Integrated Care webinar explores the individualized care plan by introducing the interdisciplinary care team and the care planning process, applying the care planning process to adults with disabilities, and aligning care coordination resources with the unique needs of individuals. This information can be presented to students to further their understanding of individualized care planning.	https://www.resourcesforintegratedcare.com/physical_disability/dcc/webinars/care_delivery5	Presentation	Competency 6, 7, 8, and 9
DCC Webinar: Disability-Competent Long-Term Services and Supports	This Resources for Integrated Care webinar defines long-term services and supports (LTSS) and domains of inclusion, meaningful activity and social connectedness. It includes a personal story that illustrates successful LTSS for people with disabilities. These slides can be adapted and used for in-class presentations.	https://www.resourcesforintegratedcare.com/DisabilityCompetentCare/2017_DC_Webinar_Series/LTSS	Presentation	Competency 5, 6, and 7
DCC Webinar: Disability-Competent Participant Engagement	This Resources for Integrated Care webinar addresses developing a plan for the individuals' needs and wants based on understanding their experience of their disability from their perspective. These slides can be adapted and used for in-class presentations on person-centered planning.	https://www.resourcesforintegratedcare.com/DisabilityCompetentCare/2017_DC_Webinar_Series/Participant_Engagement	Presentation	Competency 1, 2, 3, and 6

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DCC Webinar: Integrating Behavioral Health Competency Within Disability-Competent Teams	This Resources for Integrated Care webinar provides an understanding of the prevalence and importance of addressing behavioral health needs and discusses strategies to facilitate timely communication and collaboration between behavioral health providers and disability-competent care teams. Students can use this information to learn about their role in incorporating behavioral health into services for individuals with disabilities.	https://www.resourcesforintegratedcare.com/physical_disability/dcc/webinars/care_delivery8	Presentation	Competency 1 and 6
DCC Webinar: Interdisciplinary Team Building, Management, and Communication	This Resources for Integrated Care webinar explores the value of the interdisciplinary team (IDT) in supporting and empowering participants with disabilities. This presentation includes practical and functional approaches to developing, managing, and executing IDTs. It explores strategies to build and support partnerships with local community-based practices. These slides can be adapted and used for in-class presentations to learn about the social work role in IDTs.	https://www.resourcesforintegratedcare.com/DisabilityCompetentCare/2018_DCC_Webinar_Series/Interdisciplinary_Team_Building	Presentation	Competency 4, 6, 7, and 8
DCC Webinar: Introduction to DCC	This Resources for Integrated Care webinar introduces disability-competent care (DCC), reviews disability types, and details basic demographics, common biases and health disparities in relation to individuals with disabilities. These slides can be adapted and used for in-class presentations.	https://www.resourcesforintegratedcare.com/DisabilityCompetentCare/2017_DCC_Webinar_Series/Introduction	Presentation	Competency 2
DCC Webinar: Managing Transitions	This Resources for Integrated Care webinar explores the transitional care model and focuses on the importance of managing transitions. This information can be adapted for the classroom to help students understand the importance of care transitions.	https://www.resourcesforintegratedcare.com/Physical_Disabilities/Disability_competent_Care/Webinars/Managing_Transitions/Webinar6	Presentation	Competency 1, 6, 7, and 8

DCC Social Work Curriculum Educational Resources

Resource	Description	Link	Resource Type	CSWE Competency
DCC Webinar: Providing Home Modifications	This Resources for Integrated Care webinar describes the value of in-home functional assessments and the components of the home modification assessment process. This presentation can be adapted for the classroom to help students assess for and implement home modifications.	https://www.resourcesforintegratedcare.com/PhysicalDisabilities/DisabilityCompetentCare/webinar/ProvidingHomeModifications/webinar6	Presentation	Competency 6, 7, 8, and 9
DCC Webinar: Strategies to Stimulate and Support Participant Engagement	This Resources for Integrated Care webinar provides examples of how organizations can support engagement of individuals with disabilities in quality improvement. The slides can be adapted for classroom use to explore policies and best-practices.	https://www.resourcesforintegratedcare.com/strategies-to-stimulate	Presentation	Competency 6, 7, and 8
DCC Webinar: The Care Coordination Relationship	This Resources for Integrated Care webinar describes the importance of establishing a relationship between each individual and the interdisciplinary care team. This information can be presented to students to further their understanding of the importance of interdisciplinary teams and the role of a social worker.	https://www.resourcesforintegratedcare.com/physicaldisabilities/disabilitycompetentcare/webinar/webinar3/carecoordination	Presentation	Competency 6 and 9
DCC Webinar: The Lived Experience of Disability	This Resources for Integrated Care webinar addresses bias, persons with disabilities and their experiences, and functional limitations due to disability. These slides can be adapted and used for in-class presentations to lead to a facilitated discussion about personal biases.	https://www.resourcesforintegratedcare.com/physicaldisabilities/disabilitycompetentcare/webinar/webinar2/livedexperience/2015	Presentation	Competency 1 and 2

DCC Social Work Curriculum Educational Resources

Resource	Description	Link	Resource Type	CSWE Competency
Dean, L., Tolhurst, R., Khanna, R., & Jehan, K. (2017). "You're disabled, why did you have sex in the first place?": An intersectional analysis of experiences of women with regard to their sexual and reproductive health and rights in the Gujarat State, India. <i>Global Health Action</i> , 10(Suppl. 2), e1290316-e1290316.	This article details the bias around disability and sexuality. It can be used for in-class discussion, group exercises, or written assignments.	https://www.ncbi.nlm.nih.gov/pubmed/28460595	Article	Competency 1 and 2
DeCarlo, M., Hall-Lande, J., Bogenschutz, M. & Hewitt, A. (2017). State of the States in Self-Direction for Individuals with Intellectual and Developmental Disabilities (2015). <i>Policy Research Brief</i> , 26(1), Minneapolis, MN: Research and Training Center on Community Living at the University of Minnesota	This paper from the University of Minnesota Institute on Community Integration summarizes self-direction models. It can be used for in-class discussion, group exercises, or written assignments about disability policy.	https://rtc.umn.edu/prb/261/	Article	Competency 5 and 7
Developing and Implementing Self Direction Programs and Policies: A Handbook (Chapter 3)	This resource provides guidance for involving participants with disabilities in program design, implementation, and evaluation. It can inform discussion on including individuals with disability into research and evaluation.	http://www.bc.edu/content/dam/files/schools/gssw/sites/nrcpds/cc-full.pdf	Practical Tool	Competency 4, 6 and 9

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Resource	Description	Link	Resource Type	CSWE Competency
Direct Text Annotation Utilizing a Research Report of a Study Involving People with Disabilities as Research Participants	This resource from Jeanne Match-Maroney at IONA College School of Social Work provides a reading, annotation assignment, and class discussion template on analyzing the challenges and opportunities in involving individuals with disabilities in research.	https://docs.google.com/document/d/e/2PACX-1vRwDdE1Myp2rZY_pJdQrTE8X7U_Kxjf8UssHAwGR1gdtCLWjnaXdZI-5r7PU3McE4B-F9HDcqMuurdT/pub	Research Course Assignment	Competency 2 and 4
Disability Barrier Considerations	This one-page diagram from the Disability Rights Education and Defense Fund (DREDF) outlines the physical, communication, and programmatic access barriers for people with disabilities in the context of the social determinants of health. It provides a framework for class discussion and analysis.	https://docs.google.com/drawings/d/14UXG21lcShjH9LeehYXcptnSelkfg5nQPt05NpJLGjg/edit?ts=5ad794ec	Brief	Competency 1, 2 and 6
Disability History Museum	This interactive website provides numerous teaching resources so that educators can integrate disability history with larger themes commonly addressed in secondary and higher education. Lessons are designed to stand alone but also cluster around central topics, with each approaching their subject from different perspectives. All the lessons use primary sources, background essays, provide pedagogical objectives, and include a study guide.	http://www.disabilitymuseum.org/dhm/edu/overview.html	Film and Media	Competency 3

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Resource	Description	Link	Resource Type	CSWE Competency
Disability Visibility Project - Alice Wong	The Disability Visibility Project® is an online community dedicated to recording, amplifying, and sharing disability media and culture. The website houses “disabled media” from oral histories in the form of social media, podcast episodes, radio stories, audio clips, images, blogs, etc. The website includes original essays, reports, and blogs about ableism, intersectionality, culture, media, and politics from the perspective of disabled people. The resources on this site can be used by students to facilitate discussion or group activities.	https://disabilityvisibilityproject.com/	Website	Competency 1, 2, 3 and 8
Disability.gov	This website administered by the U.S. Department of Labor operates as a clearinghouse for information and resources for people with disabilities and their families and caregivers. This website can be used by educators to have students reflect on the many government agencies that administer policy related to disability.	https://www.disability.gov/	Website	Competency 3 and 6
Disability-Competent Care Self-Assessment Tool (DCCAT)	Resources for Integrated Care developed the Disability-Competent Care Self-Assessment Tool (DCCAT) to help health plans and health systems evaluate their present ability to meet the needs of adults with functional limitations and to identify strategic opportunities for improvement. This tool can be used for class assignments and exercises.	https://www.resourcesforintegratedcare.com/DCC_Self-Assessment_Tool	Practical Tool	Competency 7, 8, and 9

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Resource	Description	Link	Resource Type	CSWE Competency
Disability-Competent Care Self-Paced Assessment Review Tool (DCC START)	Resources for Integrated Care developed the DCC-START to assist health plans, health systems, and health care provider organizations strengthen their efforts to provide integrated, coordinated care to their members with disabilities. The DCC-START assesses organization's Disability-Competent Care (DCC) training materials and identifies opportunities for augmentation and enhancement. The DCC-START complements the Disability-Competent Care Self-Assessment Tool (DCCAT), which is used by health plans and organizations to evaluate their DCC capabilities. This tool can be used for class assignments and exercises.	https://resourcesforintegratedcare.com/disabilitycompetentcare/tools/2017/dcc_start	Practical Tool	Competency 7, 8, and 9
Discrimination on the Basis of Disability	This US Health and Human Services website provides an overview of the federal protections from discrimination on the basis of disability. The information on this site can inform written assignments.	https://www.hhs.gov/civil-rights/for-individuals/disability/index.html	Website	Competency 5
Employment and Self-Direction	In this short film from the National Gateway to Self-Determination, self-advocates tell in their own words why self-determination is essential for employment and how it has impacted their own experience in the workplace. This can be shown in class and followed by a facilitated discussion.	http://www.ngsd.org/professionals	Film and Media	Competency 2, 3, 4, and 6
Equality of Opportunity: The Making of the Americans with Disabilities Act, From Laying the Foundation: Disability Policy and Activism 1968-1988 to The Disability Community of 1988.	This article from the National Council on Disability provides an overview of the disability rights movement. It can be used for in-class discussion, group exercises, or written assignments.	https://ncd.gov/publications/2010/equality_of_Opportunity_The_Making_of_the_Americans_with_Disabilities_Act	Article	Competency 1

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Resource	Description	Link	Resource Type	CSWE Competency
Equality of Opportunity: The Making of the Americans with Disabilities Act, From Putting the ADA on the Legislative Agenda: at Mobilizing the Disability Community thru the ADA on the Eve of the 1988 Election and the Epilogue.	This article from the National Council on Disability provides context around the events leading up to the passage of the Americans with Disabilities Act (ADA). It can be used for in-class discussion, group exercises, or written assignments.	https://ncd.gov/publications/2010/equality_of_Opportunity_The_Making_of_the_Americans_with_Disabilities_Act	Article	Competency 1
Feldman, M.A., Bosett, J., Collet C., & Burnham-Riosa, P. (2014). Where are persons with disabilities in medical research? A survey of published clinical trials. <i>Journal of Intellectual Disability Research, 58</i> , 800-809.	This resource could be used in a research class to demonstrate the need for more research with people with disabilities. It can be used for in-class discussion, group exercises, or written assignments.	https://www.ncbi.nlm.nih.gov/pubmed/24001184	Article	Competency 4
Glover-Graf, N.M. (2012). Family adaptation across cultures toward a loved one who is disabled. In I. Marini, N.M. Glover-Graf, & M.J. Millington (Eds.), <i>Psychological aspects of disability: Insider perspectives and counseling strategies</i> (pp195-233). New York, NY: Springer.	Chapter 3 of this resource can be used for in-class discussion, group exercises, or written assignments.	http://www.springerpub.com/psychosocial-aspects-of-disability-second-edition.html	Book	Competency 2

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Resource	Description	Link	Resource Type	CSWE Competency
Kaye, H. S., Harrington, C., & Laplante, M. P. (2010). Long-Term Care: Who Gets It, Who Provides It, Who Pays, And How Much? <i>Health Affairs</i> , 29(1), 11-21.	This article provides an overview of Long-Term Services and Supports for people with disabilities. It can be used for in-class discussion, group exercises, or paper/written assignments.	https://www.healthaffairs.org/doi/abs/10.1377/hlthaff.2009.0535	Article	Competency 6
Hall-Lande, J., Hewitt, A. and Moseley, CR. (2011). A National Review of Home and Community Based Services (HCBS) for Individuals with Autism Spectrum Disorders.	This article from the Institute on Community Integration at the University of Minnesota provides an overview of home and community-based services for individuals with autism. It can be used for in-class discussion, group exercises, or written assignments.	https://ici.umn.edu/products/prb/213/default.html	Article	Competency 5 and 7
Harris Family Center for Disability and Health Policy: Health and Health Care Disparities	This resource from the Harris Family Center for Disability and Health Policy consists of an assortment of articles regarding care for individuals with different types of physical disabilities and the barriers they may experience in receiving care. These articles can inform student research and writing assignments.	http://hfcdhcp.org/	Website	Competency 1, 4, and 6
Health and Health Care Disparities Among People with Disabilities	This resource from the Disability Rights Education and Defense Fund (DREDF) explores the health disparities among racial and ethnic minorities with disabilities resulting from prejudice, discrimination, economic barriers, and inadequate access to care. This article can be assigned reading, facilitate discussion, or be used by students to complete class assignments.	https://dredf.org/healthcare/Health-and-Health-Care-Disparities-Among-People-with-Disabilities.pdf	Article	Competency 1, 2, 3, and 4

DCC Social Work Curriculum Educational Resources

Resource	Description	Link	Resource Type	CSWE Competency
Henderson, D., & Bigby, C. (2016). "We were more radical back then": Victoria's first self-advocacy organization for people with intellectual disability. <i>Health & History: Journal of the Australian & New Zealand Society for the History of Medicine</i> , 18, 42-66.	This article provides an overview of self-advocacy. It can be used for in-class discussion, group exercises, or written assignments.	http://www.jstor.org/stable/10.5401/healthhist.18.1.0042?seq=1#page_scan_tab_contents	Article	Competency 2 and 7
Home Modifications Fact Sheet	This Resources for Integrated Care one-page document summarizes home modifications and the assessment process. Students can learn about this process and incorporate it into their practice. This can also be used to develop a class assignment around home modifications. For example, students could assess their homes and outline what modifications would be needed.	https://www.resourcesforintegratedcare.com/sites/default/files/Providing_Home_Modifications_Webinar_Summary.pdf	Brief	Competency 7, 8, and 9
Houseworth, J., Ticha, R., Smith, J. & Ajaj, R. (2018). Developments in Living Arrangements and Choice for Persons with Intellectual and Developmental Disabilities. <i>Policy Research Brief</i> , 27(1), Minneapolis, MN: Research and Training Center on Community Living at the University of Minnesota.	This paper from the Institute on Community Integration (ICI) at the University of Minnesota describes choice for people with intellectual and developmental disabilities. It can be used for in-class discussion, group exercises, or written assignments.	https://ici.umn.edu/products/prb/271/WhatChangedChoices/#WhatChangedChoices	Article	Competency 4 and 5

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Resource	Description	Link	Resource Type	CSWE Competency
Iezzoni L.I., & Freedman V.A. (2008). Turning the disability tide: the importance of definitions. <i>JAMA</i> . 299(3), 332-334.	This paper puts the prevalence and impact of disability in context. It can be used for in-class discussion, group exercises, or paper/written assignments.	https://jamanetwork.com/journals/jama/fullarticle/1149278	Article	Competency 2
Iezzoni L.I. Stigma and Persons with Disabilities. In: Stigma and Prejudice. New York, NY: Springer International Publishing; 2016:3-21. doi:10.1007/978-3-319-27580-2_1. Chapter: Stigma and Persons with Disabilities.	This chapter reviews history and stigma related to disability. It can be used for in-class discussion, group exercises, or written assignments.	https://link.springer.com/chapter/10.1007%2F978-3-319-27580-2_1	Article	Competency 1
Johnson, D. et al. (2007). A Qualitative Study of the Experiences of Transition-Age Youth with Disabilities in Relation to SSI Redetermination. <i>Policy Research Brief</i> , 18(1), Minneapolis, MN: Research and Training Center on Community Living at the University of Minnesota.	This paper from the Institute on Community Integration (ICI) at the University of Minnesota explores the experience of transition-age youth with intellectual and developmental disabilities. It can be used for in-class discussion, group exercises, or written assignments.	https://ici.umn.edu/products/prb/181/default.html	Article	Competency 4 and 5

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Resource	Description	Link	Resource Type	CSWE Competency
Lakin, C., Larson, S., & Kim, S. (2011). Behavioral Outcomes of Deinstitutionalization for People with Intellectual and/or Developmental Disabilities – Third Decennial Review of U.S. Studies, 1977-2010. <i>Policy Research Brief</i> , 21(2), Minneapolis, MN: Research and Training Center on Community Living at the University of Minnesota.	This paper from the Institute on Community Integration at the University of Minnesota explores the trend of deinstitutionalization for people with intellectual and developmental disabilities. It can be used for in-class discussion, group exercises, or written assignments.	https://ici.umn.edu/products/prb/212/default.html	Article	Competency 4 and 5
Language is More than a Trivial Concern!	This paper by June Isaacson Kailes, a disability policy consultant, discusses the importance of person-first language. Students can learn about person first language and can be aware of them in their practice. This resource could lead to a written or oral assignment.	https://www.resourcesforintegratedcare.com/sites/default/files/Language%20Is%20More%20Than%20A%20Trivial%20Concern.pdf	Brief	Competency 1, 2, and 3
Lewis, Sharon. (2014). Person-Centered Planning and Self-Direction: HHS Issues New Guidance on Implementing Section 2402(a) of the ACA	This article discusses the US Health and Human Services issued guidance on implementing Section 2402(a) of the Affordable Care Act (ACA). It can be used for in-class discussion, group exercises, or written assignments.	https://www.acl.gov/news-and-events/acl-blog/person-centered-planning-and-self-direction-hhs-issues-new-guidance	Article	Competency 5

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Resource	Description	Link	Resource Type	CSWE Competency
Living Well with a Disability - University Centers for Excellence in Developmental Disabilities (UCEDD) Montana.	Living Well with a Disability is a ten-week peer-facilitated health promotion workshop for people with disabilities. Participants in the program learn the life skills they need to set and achieve quality-of-life goals and the important role health plays in helping them achieve their goals. This provides students an evidence-based example of a health promotion program specifically for individuals with disabilities.	http://livingandworkingwell.ruralinstitute.umt.edu/living-well-program/	Course	Competency 4 and 6
Living Well with a Disability: Testimonial	This is a testimonial from an individual living with major depression who completed the Living Well with a Disability Program. It illustrates the value of the program in helping the individual find meaningful and fulfilling work. The story demonstrates the value of peer support in working with individuals with disabilities.	http://livingandworkingwell.ruralinstitute.umt.edu/living-well-program/testimonials/	Personal Story	Competency 4 and 6
Living with Disability Research Centre	The Living with Disability Research Centre is one of the pre-eminent centers for social research into the lives and experiences of people living with cognitive disability in Australia. It has a national and international reputation for delivering quality research outcomes. The information on this site can inform research and written assignments to be completed by the students.	https://www.latrobe.edu.au/lids	Website	Competency 4
Living with Disability Research Centre Video	Professor Christine Bigby discusses the work of the Living with Disability Research Centre. The center focuses on three main research themes that aim to influence policy decisions in this area to improve the lives of those living with disability.	https://www.youtube.com/watch?v=pbcygmVxA8w	Film and Media	Competency 4 and 5
Local CMS Medicare and Medicaid Data	This website can be used to determine disability prevalence locally. It can inform students' research throughout the course.	https://dnv.cms.gov/	Website	Competency 4

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Resource	Description	Link	Resource Type	CSWE Competency
Longmore, P. K. (2003). <i>Why I burned my book and other essays on disability</i> . Philadelphia: Temple University Press.	Sections of this resource can be used for in-class discussion, group exercises, or written assignments.		Book	Competency 2
Mackelprang, R.W. & Salsgiver, R.O. (2016). Disability laws, policies and human rights. In R.W. Mackelprang & R.O. Salsgiver (Eds.), <i>Disability: A diversity model approach in human service practice</i> (pp. 10-208). New York, NY: Oxford University Press.	Sections of this resource can be used for in-class discussion, group exercises, or paper/written assignments.	https://global.oup.com/academic/product/disability-9780190656409?cc=us&lang=en&	Book	Competency 4
Managing Risk in Community Integration: Promoting the Dignity of Risk and Supporting Personal Choice	This is a guide published by the Temple University Collaborative on Community Inclusion of Individuals with Psychiatric Disabilities assists people who support individuals with psychiatric disabilities to manage risk. It includes scenarios, sample support plans and tools to help manage risk. It can be used for in-class discussion, group exercises, or paper/written assignments.	https://www.resourcesforintegratedcare.com/sites/default/files/Managing%20Risk%20in%20Community%20Integration%20-%20Promoting%20the%20Dignity%20of%20Risk%20and%20Supporting%20Personal%20Choice.pdf	Article	Competency 1, 2, 3, and 6

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Resource	Description	Link	Resource Type	CSWE Competency
Marini, I. (2012). The history of treatment toward persons with disabilities. In I. Marini, N. M. Glover-Graf, & M.J. Millington (Eds.), <i>Psychological aspects of disability: Insider perspectives and counseling strategies</i> (pp. 3-31). New York, NY: Springer.	Sections of this resource can be used for in-class discussion, group exercises, or written assignments.	http://www.springerpub.com/psychosocial-aspects-of-disability-second-edition.html	Book	Competency 3
McEathron, M. & Beuhring, T. (2011). Postsecondary Education for Students with Intellectual Disabilities – A Critical Review of the State of Knowledge and a Taxonomy to Guide Future Research. <i>Policy Research Brief, 21(1)</i> , Minneapolis, MN: Research and Training Center on Community Living at the University of Minnesota.	This paper from the Institute on Community Integration (ICI) at University of Minnesota explores post-secondary education for individuals with intellectual and developmental disabilities. It can be used for in-class discussion, group exercises, or written assignments.	https://ici.umn.edu/products/prb/211/default.html	Article	Competency 4 and 5
Medicaid Healthcare Accessibility for People with Disabilities: DREDF Legal Position Paper	This resource from Disability Rights Education and Defense Fund (DREDF) sets forth the legal basis for requiring states and intermediate health management organizations to assure that offered Medicaid health care services are available to individuals with disabilities. It can be used to inform discussions and assignments on the legal requirements for services for individuals with disabilities.	https://dredf.org/public-policy/health-access-to-care-old/medicaid-healthcare-accessibility-for-people-with-disabilities/	Article	Competency 5

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Resource	Description	Link	Resource Type	CSWE Competency
Minnesota Department of Administration, Council on Developmental Disabilities. (n.d.). <i>Parallels in time: A history of developmental disability.</i>	This website provides chronological information of the history of the disability movement. The information on this site can inform papers and research assignments to be completed by the students or used in class for lectures.	http://mn.gov/mnddc/parallels	Website	Competency 3
Mobility Fact Sheet	This Resources for Integrated Care one-page document explains wheelchair maintenance and Independence Care System's strategy to manage mobility equipment by members. Students can use this information to inform their practice. This could also be used to develop an assignment around wheelchair access and barriers.	https://www.resourcesforintegratedcare.com/sites/default/files/Using_and_Maintaining_Mobility_Equipment_Webinar_Summary.pdf	Brief	Competency 7, 8, and 9
Mobility and Seat Assessments	This Resources for Integrated Care one-page document describes mobility and seating assessments, determination of need and funding. Students can use this information to inform their practice. This could also be used to develop an assignment around mobility access.	https://www.resourcesforintegratedcare.com/sites/default/files/Mobility_and_Seating_Assessments_Webinar_Summary.pdf	Brief	Competency 7, 8, and 9
My Health, My Life Toolkit	This Resources for Integrated Care toolkit engages individuals with disabilities and their families and caregivers in care planning. It provides tools that participants can use themselves to make sure they are focusing on their needs and preferences. This tool can be used by students and the results can be discussed in class or analyzed in a paper.	https://www.resourcesforintegratedcare.com/IDD/Care_Integration/Toolkit/My_Health_My_Life	Practical Tool	Competency 1, 3, 6, and 7

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Resource	Description	Link	Resource Type	CSWE Competency
National Core Indicators Chart Generator	The Chart Generator site is a great way to have students use data to answer basic research questions, many of which have policy practice implications. The site can be used as a way of helping students explore how data can be used to understand the contexts in which services are provided. The information on this site can inform data and research assignments to be completed by the students.	https://www.nationalcoreindicators.org/charts/	Website	Competency 3, 4, 5, and 9
National Council on Disability	This federal agency provides information for students, helps with analysis of policies, and evaluation of policies and interventions to think about areas for change. The information on this site can inform papers and research assignments to be completed by the students.	https://www.ncd.gov/	Website	Competency 3, 5, and 9
Neudel, E. (2011). Lives worth living [Motion picture]. Natick, MA: Storyline Motion Pictures.	“Lives Worth Living” is both an historical documentary about the Disability Rights Movement and a biography about one man’s struggle to survive. This film is an oral history, told by the movement’s heroes themselves, and illustrated using rare archival footage. The story features Fred Fay, who suffered a spinal cord injury at age 17 in 1961, and simply refused to be relegated to life’s sidelines just because he couldn’t walk. It can be used in class to stimulate discussion on civil rights.	http://www.pbs.org/independentlens/films/lives-worth-living/	Film and Media	Competency 3

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Resource	Description	Link	Resource Type	CSWE Competency
Nord, D. (2012). <i>A Review of Commonly-Used State Employment Measures in Intellectual and Developmental Disability Services. Policy Research Brief, 22(1)</i> , Minneapolis, MN: Research and Training Center on Community Living at the University of Minnesota.	This paper from the Institute on Community Integration at the University of Minnesota reviews employment for individuals with intellectual and developmental disabilities. It can be used for in-class discussion, group exercises, or written assignments.	https://ici.umn.edu/products/prb/221/default.html	Article	Competency 4 and 5
Nord, D. (2014). Residential Setting and Individual Outcomes: An Assessment of Existing National Core Indicators Research. <i>Policy Research Brief, 24(2)</i> , Minneapolis, MN: Research and Training Center on Community Living at the University of Minnesota.	This paper from the Institute on Community Integration at the University of Minnesota uses national core indicators data to explore outcomes for individuals with intellectual and developmental disabilities. It can be used for in-class discussion, group exercises, or written assignments.	http://rtc.umn.edu/prb/242/	Article	Competency 4
Nord, D., Hamre, K., & Nye-Lengerman, K. (2014). Understanding Community Poverty, Housing, and Disability. <i>Policy Research Brief, 24(3)</i> , Minneapolis, MN: Research and Training Center on Community Living at the University of Minnesota.	This paper from the Institute on Community Integration at the University of Minnesota explores the intersectionality of poverty, housing and disability. It can be used for in-class discussion, group exercises, or written assignments.	https://rtc.umn.edu/prb/243/	Article	Competency 4 and 5

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Resource	Description	Link	Resource Type	CSWE Competency
Nye-Lingerman, K. (2015). Employment for People with Disabilities in Poverty: A Need for National Attention. <i>Policy Research Brief</i> , 25(1), Minneapolis, MN: Research and Training Center on Community Living at the University of Minnesota.	This paper from the Institute on Community Integration at the University of Minnesota explores the need for additional attention on employment for people with disabilities. It can be used for in-class discussion, group exercises, or written assignments.	https://rtc.umn.edu/prb/251/	Article	Competency 4 and 5
Olmstead: Community Integration for Everyone	This resource summarizes the decision in the Supreme Court case Olmstead v. L.C. and includes the personal stories of individuals affected by the decision. This website can be used as a reference for students and information regarding the current policies.	https://www.ada.gov/olmstead/olmstead_about.htm	Website	Competency 5
One Size Does Not Fit All Summary Video	Dahlia Shaewitz, a researcher, discusses research she completed regarding the presence of individuals with disabilities in the work force. This video provides an interesting look at results that can come from research around disabilities and the impact that will have on policy and practice.	https://www.air.org/resource/one-size-does-not-fit-all-new-look-labor-force-participation-people-disabilities	Film and Media	Competency 4 and 5
Yin, M., & Shaewitz, D. (2015). One Size Does Not Fit All: A New Look at the Labor Force Participation of People with Disabilities. American Institutes for Research.	This paper by Michelle Yin and Dahlia Shaewitz examines labor market outcomes for people with disabilities at the national and state level. It can be used for in-class discussion, group exercises, or written assignments.	https://www.air.org/resource/one-size-does-not-fit-all-new-look-labor-force-participation-people-disabilities	Article	Competency 4, 5, and 7
Preparing for New Roles and Responsibilities Fact Sheets: Participant Readiness	This Resources for Integrated Care fact sheet provides and overview of supporting individuals in self-management. This can inform students' practice and could be used in research or writing assignments to understand self-management.	https://www.resourcesforintegratedcare.com/sites/default/files/Participant_Readiness_Part1_Webinar_Summary.pdf	Brief	Competency 6, 7, and 9

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Resource	Description	Link	Resource Type	CSWE Competency
Preparing for New Roles and Responsibilities Fact Sheets: DCC Team Readiness	This disability-competent care (DCC) team readiness fact sheet provides overview of how to train a care team to offer DCC. This is important for social workers to understand due to their involvement with care teams. This could be used in a class group exercise to simulate care teams.	https://www.resourcesforintegratedcare.com/sites/default/files/Staff_Readiness_Pt2_Webinar_Summary.pdf	Brief	Competency 6, 7, and 9
Recognizing and Preventing Abuse, Neglect and Exploitation of Individuals with Disabilities and Older Adults	This resource from the Special Needs Alliance provides an overview of abuse definitions and how to prevent abuse. The information on this page can be used for students to learn about a social worker's role in preventing abuse and strategies to recognize it.	http://www.specialneedsalliance.org/recognizing-and-preventing-abuse-neglect-and-exploitation-of-individuals-with-disabilities-and-older-adults/	Website	Competency 3
Resources for Integrated Care: Tips for Interacting with People with Disabilities	This paper by June Isaacson Kaile begins with a quiz about interacting with people with disabilities. Educators can use this resource as a quiz in their class or adapt the format to fit other resources.	https://www.resourcesforintegratedcare.com/sites/default/files/Tips%20for%20Interacting%20with%20People%20with%20Disabilities_0.pdf	Paper/Quiz	Competency 2
Rocking the Cradle: Ensuring the Rights of Parents with Disabilities and Their Children	This paper from the National Council on Disability is a thorough and relatively recent look at various parenting issues involving people with disabilities, from adoption to assisted reproduction technologies to family court biases and decisions. It can be used for in-class discussion, group exercises, or written assignments.	https://www.ncd.gov/publications/2012/Sep272012	Article	Competency 1

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Resource	Description	Link	Resource Type	CSWE Competency
Kane, R. A., & Cutler, L. J. (2015). Re-Imagining Long-Term Services and Supports: Towards Livable Environments, Service Capacity, and Enhanced Community Integration, Choice, and Quality of Life for Seniors. <i>The Gerontologist</i> , 55(2), 286-295.	This article can be used for in-class discussion, group exercises, or written assignments about integration and choice for people with disabilities.	https://academic.oup.com/gerontologist/article/55/2/286/659519	Article	Competency 1 and 6
SAMHSA: Substance Use Disorder Treatment for People with Physical and Sensory Disabilities	This resource from the Substance Abuse and Mental Health Services Administration (SAMHSA) discusses screening, treatment planning, and counseling for substance abuse disorders in individuals with physical and sensory disabilities. This information could be used in research and writing assignments on the importance of recognizing and treating substance use disorders.	https://roar.nevadaprc.org/system/documents/2409/original/NPRC.1748.InBriefSUDAndDisabilities.pdf?1401230690	Brief	Competency 6 and 7
Self-Direction Toolkit: A Comprehensive Guide to Assist Individuals in Self-Direction	This resource from the Kansas University Center on Developmental Disabilities is a comprehensive guide to assist individuals in self-direction. This practical tool can be shared with students, so they can learn more about self-direction.	http://rcilinc.org/wp-content/uploads/2012/10/K-PASS-Toolkit-20061.pdf	Practical Tool	Competency 3 and 6
Serving Vulnerable and Underserved Populations	This Centers for Medicare and Medicaid Services (CMS) resource provides guidance on working with vulnerable and underserved populations. The presentation can be used in the classroom to address this topic area and improve students' abilities to work with this population.	http://www.nationaldisabilitynavigator.org/wp-content/uploads/Materials/Nav11+Serving+Vulnerable+and+Underserved+Populations.pdf	Presentation	Competency 1, 2, 3, and 6

DCC Social Work Curriculum Educational Resources

Resource	Description	Link	Resource Type	CSWE Competency
Stancliffe, R. & Lakin, C. (2004). Policy Research Brief: Costs and Outcomes of Community Services for Persons with Intellectual and Developmental Disabilities. <i>Policy Research Brief</i> , 15(1), Minneapolis, MN: Research and Training Center on Community Living at the University of Minnesota.	This paper from the Institute on Community Integration at University of Minnesota provides an overview of costs and outcomes of community services for individuals with intellectual and developmental disabilities. It can be used for in-class discussion, group exercises, or written assignments.	https://ici.umn.edu/products/prb/151/default.html	Article	Competency 4 and 5
Stein, G. L. (2010). Ashley's Case: The Ethics of Arresting the Growth of Children with Serious Disability. <i>Journal of Social Work in Disability & Rehabilitation</i> , 9(2-3), 99-109.	This story can be used for in-class discussion, group exercises, or written assignments on the ethics of certain medical interventions with children with disabilities.	https://www.tandfonline.com/doi/abs/10.1080/1536710X.2010.493478?needAccess=true&journalCode=swd20	Personal Story	Competency 1 and 2
"System vs. Person Centered"	In a short clip, Beth Mount explains how person-centered work differs from system-centered work. This provides a short, but clear overview of person-centeredness and provides a gateway to class discussions where students can reflect on person-centeredness of settings where social workers work.	https://www.youtube.com/watch?v=y77y7XW8GtE	Film and Media	Competency 3 and 6

DCC Social Work Curriculum Educational Resources

Resource	Description	Link	Resource Type	CSWE Competency
Testimony on the Importance of Social Security to Persons With Disabilities, by Lisa Ekman, policy director with the National Organization of Social Security Claimants' Representatives (NOSSCR) before the House Ways and Means Committee on Social Security	This testimony provides some anecdotes, figures and context regarding challenges facing the Social Security Administration and resulting consequences for individuals with disabilities, including the backlog and the battles.	https://www.nosscr.org/news/2017/09/lisa-ekman-testifies-house-ways-and-means-subcommittee-social-security	Film and Media	Competency 2
The Learning Community for Person Centered Practices	The Learning Community for Person-Centered Practices supports and disseminates learning on promoting person centered practices. Through interactive online resources The Learning Community shares opportunities for training materials for helping people describe the lives they want. This organization provides best practices for support care in this area that can inform assignments and discussions.	http://tlcpcp.com/	Website	Competency 1, 3, 4, and 6
"The Power of 504" Video	This video from the Disability Rights Education and Defense Fund (DREDF) captures the events around the historic civil rights demonstration of people with disabilities in 1977, which led to the signing of the 504 regulations. These regulations were the first Federal Civil Rights Law protecting people with disabilities. This video can be shown in class to provide historical context to the disability rights movement. Students can participate in discussion after the film or written assignments.	https://youtu.be/52XqupjXHIM	Film and Media	Competency 1

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Resource	Description	Link	Resource Type	CSWE Competency
Transportation Fact Sheet	This one-page RIC document outlines transportation considerations and a story from a health plan. Students can use this information to inform their practice. This could also be used to develop an assignment around transportation access.	https://www.resourcesforintegratedcare.com/sites/default/files/Meeting_the_Transportation_Needs_of_Enrolled_Participants_Webinar_Summary.pdf	Brief	Competency 7, 8, and 9
Turnbull, H.R. (2012). "Free at last": Kennedy, King, and the meaning of liberty in the disability rights movement. <i>Research & Practice for Persons with Severe Disabilities</i> , 37(3), 210-216.	This article outlines liberty within the context of the disability rights movement. Sections of this resource can be used for in-class discussion, group exercises, or paper/written assignments.	http://journals.sagepub.com/doi/abs/10.2511/027494812804153543	Book	Competency 4 and 5
Universal Design: Towards an Inclusive Learning Environment	This presentation from the 2010 Council on Social Work Education's national meeting describes disability law, higher education and services. It also discusses teaching strategies for inclusiveness. These slides can be adapted and used for in-class presentations on the current policy and services that are available in the disability community.	https://www.cswe.org/getattachment/Centers-Initiatives/Center-for-Diversity/About/Commission-for-Diversity-and-Social-and-Economic-J/Council-on-Disability-and-Persons-with-Disabilitie/CDPD-Connect-Session-Resources/UniversalDesign-FINAL-10-2010.pptx.aspx	Presentation	Competency 2 and 5
World Institute on Disability: Access to Care for Individuals with Disabilities	These videos from the World Institute on Disability provide information on how medical settings and medical staff can make facilities and services more accessible for individuals with disabilities. They can be used to facilitate discussion on access issues for individuals with disabilities.	https://wid.org/2016/01/12/access-video-fact-sheets/	Film and Media	Competency 1, 3, 7, and 9

DCC Social Work Curriculum Educational Resources

Resource	Description	Link	Resource Type	CSWE Competency
Yee, S., LL.B., M.A., Breslin, ML., M.A., Goode, T.D., M.A., Havercamp, S.M., Ph.D., FAAIDD, Horner-Johnson, W., Ph.D., et al. (2017). <i>Compounded Disparities: Health Equity at the Intersection of Disability, Race and Ethnicity</i> . National Academies of Sciences, Engineering, and Medicine. Pg. 37-44 (Section 4A: Attitudes About Race, Ethnicity, and Disability)	This resource documents the intersectionality of disability and health disparities. It can be used for in-class discussion, group exercises, or written assignments.	http://nationalacademies.org/hmd/Activities/SelectPops/HealthDisparities/Commissioned-Papers/Compounded-Disparities.aspx	Article	Competency 1 and 2
Zhang, C. (2017). "Nothing about us without us": The emerging disability movement and advocacy in China. <i>Disability & Society</i> , 32, 1096-1101.	This article provides an international perspective on disability right in China. It can be used for in-class discussion, group exercises, or paper/written assignments.	https://www.tandfonline.com/doi/full/10.1080/09687599.2017.1321229	Article	Competency 5
Research Methods Case Study: Research Participants with Disabilities	This case study can be assigned as reading and then uses for research assignments. The subscription available to individuals or may be available through institution's library.	http://methods.sagepub.com/case/quantitative-mental-health-services-disabilities-experienced-sexual-abuse	Research Course Assignment	Competency 1, 2, 3, 4, and 6

DCC Social Work Curriculum Educational Resources

Resource	Description	Link	Resource Type	CSWE Competency
Sophie's Story	This story can be used as a reading/discussion assignment in a Diversity, HBSE: Life Course, Practice or Disability-specific elective course. The story introduces students to the application of the person-in-environment framework and the concept of intersectionality relative to the life of an individual with an intellectual disability.	Matich-Maroney, J. (2004). Case study on being different: Sophie's Story, p. 163-168. In A. Lieberman & C. Lester, (Eds.). <i>Social Work Practice with a Difference</i> . New York: McGraw Hill. Likely to be in an institution's library collection.	Research Course Assignment	Competency 1, 2, 3, 6, 7, and 8
Disability Language Style Guide	This style guide from the National Center on Disability and Journalism is intended for individuals seeking the appropriate and accurate language to use when writing or talking about people living with disabilities. The guide covers general terms and words on physical disabilities, hearing and visual impairments, mental and cognitive disabilities and seizure disorders. This guide should be a resource for students in the classroom and in practice.	http://ncdj.org/style-guide/	Website	Competency 1 and 2
Ashby, C. (2011). Whose "Voice" is it Anyway? Giving Voice and Qualitative Research Involving Individuals that Type to Communicate. <i>Disability Studies Quarterly</i> , 31(4).	This article by Christine Ashby could be assigned reading for the class and facilitate discussion on individuals with disability and research. It goes into the idea of "voice" in critical, qualitative research and its application to research involving individuals who do not use speech as their primary mode of expression.	http://dsq-sds.org/article/view/1723/1771	Article	Competency 1 and 4

DCC Social Work Curriculum Educational Resources

Resource	Description	Link	Resource Type	CSWE Competency
Disabled People Don't Need to Be "Fixed" — We Need A Cure for Ableism	This article by Wendy Lu could be assigned reading for the class. It can facilitate discussion around personal and societal biases. It also delves into the rights of individuals with disabilities. This article could be used for research or discussion in the class.	https://everydayfeminism.com/2018/05/a-cure-for-ableism/	Article	Competency 2
Sick Woman Theory	This article can be used for in-class discussion, group exercises, or written assignments about integration and choice for people with disabilities. It is a personal account of Joanna Hedva's Sick Woman Theory.	http://www.maskmagazine.com/not-again/struggle/sick-woman-theory	Personal Story	Competency 2
Alice Wong, Disability Visibility Project, Episode 26: Future of Independent Living	This media resource, a podcast, describes what CILs do and their role in disability communities across the country and world. They'll also discuss current challenges and their vision for the future of independent living. This can be an assignment and lead to discussion, group exercises or written assignments.	https://disabilityvisibilityproject.com/2018/06/03/ep-26-future-of-independent-living/	Film and Media	Competency 3
Alice Wong, Disability Visibility Project, Episode 23: Paratransit	This media resource, a podcast, shares personal experiences using paratransit services from local communities and how much labor is expended just to be able to go out and do what they want to do. This can be an assignment and lead to discussion, group exercises or written assignments.	https://disabilityvisibilityproject.com/2018/04/22/ep-23-paratransit/	Film and Media	Competency 3
Disability Barrier Examples for Social Work Students	This resource from the Disability Rights Education and Defense Fund (DREDF) provides examples of disability-related access barriers that students may encounter across their placement settings. Students can learn about these barriers and can be aware of them in their practice.	https://drive.google.com/file/d/1wnBgVZ9-dHdleHjbTweEF0fOeCg-eVEB/view?usp=sharing	Brief	Competency 1 and 2