

# Building Skills to Integrate Disability-Competent Practice in the Social Work Curriculum

Council on Social Work Education (CSWE) Educational Webinar

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## Transcript

**Yolanda Padilla:** Hello, we are happy to welcome you to today's webinar on building skills to integrate disability competent practice in the social work curriculum. The webinar will introduce the new resource, Curricular Resource on Issues of Disability and Disability-Competent Care. I am Dr. Yolanda Padilla, Director of the CSWE Center for Diversity and Social and Economic Justice. The Diversity Center provides innovative resources for social justice. Disability is a natural form of human diversity and important learning for social workers and social work educators. Disability touches all of us, each and every day. Although the majority of social work educators agree that it's important to teach about disability, a recent study found very few feel that they have the resources to adequately teach about disability in their classes. We are very pleased to collaborate with the CSWE Council on Disability and Persons with Disability to present this webinar. Before we go on, a couple of housekeeping items. Audio for the webinar is streamed through the computer, so please ensure that your volume is turned up. We welcome questions and comments, which you can submit to the chat box on the left side of the screen. And we want to let you know that a recording of the webinar will be available following the presentation. I will now turn it over to Dr. Jeanne Matich-Maroney co-chair of the Council on Disability and Persons with Disabilities.

**Jeanne Matich-Maroney:** Thank you, Yolanda. And welcome, everyone to what is actually an encore presentation of this particular session that we presented back in the fall at the CSWE Annual Program Meeting. As Yolanda said my name is Dr. Jeanne Matich-Maroney. I'm an Associate Professor of Social Work at Iona College and undergraduate Social Work Program Director. I will be presenting along with three other colleagues, Matt Bogenschutz, a faculty member at Virginia Commonwealth University; Lydia Ogden is a faculty member at Simmons University in their social work program. The three of us are faculty members who also sit on the Council on Disability and Persons with Disabilities. We have had the pleasure of collaborating with Christina Neill Bowen who is a social worker currently serving as a consultant with the Lewin Group and working with Resources for Integrated Care (RIC) on the development of this disability competent curriculum resource.

Let me also note one other item of housekeeping. This particular session is closed-captioned; so for those of you who may find that helpful, please know that is available to you. Okay, setting the stage for today's webinar... let me tell you a little bit about the agenda that we have set. Obviously, we have just done the introductions. We're going to provide a brief overview of Disability-Competent Care. We will provide you an introduction to the curriculum guide and the resource that we have developed. We will talk a little bit about how to use the curriculum guide and then have some open discussion. Essentially, that is the format we will be following for today's webinar.

Back when we did our presentation in the fall, we actually polled the audience in person. We asked them, how would you describe the nature a disability-related content in the social work program you attended? Would you say it was robust; limited; nonexistent; or something else? We are going to ask if

you if you would take a moment to record your experience of disability related content in the social work program you attended.

**Christina Neill Bowen:** While waiting for the results to come in, this is Christina. I'm thinking there may be folks from other disciplines here besides social work. If you are, please type into the chat and let us know.

**Jeanne Matich-Maroney:** Awesome, thanks, Christina. We've got some members' responses here but it does look like the vast majority of people our saying that the nature of disability related content in the social work program, or another discipline program they attended was either limited or nonexistent. Let's think about looking at this from a slightly different perspective. We have a second poll question for you.

How would you describe the nature a disability related content in the social work program or other graduate program with which you may currently be affiliated? Would you say it is robust; limited; nonexistent; or something else? Let's take a moment while folks weigh in on this.

Okay, interesting. Not very different from what our own experiences have been in our own training. Still showing the overwhelming majority indicating that disability-related content in current programs with which they are affiliated are pretty limited or nonexistent, though interestingly, a couple of folks are indicating other. And we've got a little on robust. Excellent, wonderful.

One final question. We're going to ask you to please use the chat box for this particular question. In a word what are you hoping to get from today's session? Please type it into the chat box which you will find in the lower left-hand corner of the screen. Let's see what folks are hoping to gain from today. Okay. We're starting to see: resources, diversity. Lots of people looking for resources. Creativity, information, some depth people are looking for. Strategies, strategies for integrating disability related content into the curriculum. Resources for the disability inclusion; Ideas to get started. Any others? Tangible ideas, resources. We hope that you certainly will be stepping away from this webinar with a set of resources, and some good ideas about how you might be able to get started or enhance some of the work that you are already doing.

So why is disability competent practice important to social work in particular? We are focusing here on social work though this certainly would not be exclusive to the discipline of social work. For those of you who may not be social workers, there probably is a great deal of cross over here. First of all it's important to teach about it because of the prevalence of disability. We know from Census Bureau data that approximately 19% of the United States population, some 56 million people have some sort of disability. We also know that disability cuts across virtually every social work practice setting, regardless of the field of practice. Thus, students are very likely to encounter people with disabilities. Disability is also a unique form of human diversity. And given the discrimination experienced by many individuals with disabilities that would be good reason to include this in social work education. We also know that the number of Americans with disabilities is expected to increase in coming years. In part because of the aging population in American society, and more and more older people becoming disabled as they age. Social work jobs that involve work with people with disabilities are in increasing in demand. There's more of a demand for social workers who are disability-competent. And there is systemic discrimination experienced by people with disabilities. So given that discrimination, and in light of social work's ethical commitment to honor the dignity and worth of all persons, as well to challenge injustices, social work

educators have a clear mandate to help their students gain the knowledge and skills needed for disability competent practice. I am now going to pass along the microphone to Christina who is down in DC. She will walk us through the definition of disability and introduce the Disability-Competent Care model or the DCC model. Christina?

**Christina Neill Bowen:** Thanks, Jeanne. It's great to see such active engagement from so many of you on the phone. Before we dive into the tangible resources and strategies you are so interested in, we thought it made sense to take a pause and define what we mean when we say disability. On this slide you will see that the first talking point is that we are doing disability as a person in environment concept. This is not foreign to those of you in social work. This is a term used quite often in the field, but what we are meaning here is disability is the interaction, the complex interaction between a person with an impairment or a limitation and his or her environment. We're talking about a diverse group of individuals that can vary, including but not limited to age, gender, gender identity, race, ethnicity, socioeconomic status, sexual orientation, and the type of disability or functional limitation people have. A very diverse group of individuals. We are also thinking about disability not in terms of a medical diagnosis, but in terms of a functional status, and how that person is able to navigate their environment. Some of the categories in terms of the types of disabilities that we may be talking about today are: physical disabilities, things like spinal cord injury or MS, intellectual or developmental disabilities. For example, autism. Sensory disabilities like vision or hearing. And then behavioral disabilities, things like schizophrenia or major depression, and acquiring disabilities versus disability that someone might be born with. And then the idea that with many of these disabilities, we often can't put people in one category, and there is a lot of overlap between disabilities. Age-related, as Jeanne mentioned, as people develop disabilities as they age. And then, finally, visible versus invisible disabilities, some disabilities are visible in terms of someone who might be using a chair to get around, and others, you may not be able to see just by looking at the person. Hearing loss, for example.

And I am seeing some text here about the slide deck. I think you can access the slide deck if you click on the links on the sidebar. We can also certainly get you the slide deck after the call.

As Jeanne mentioned, I am with Resources for Integrated Care, and Resources for Integrated Care is an initiative that is funded by the Medicare-Medicaid Coordination Office (MMCO) at the Centers for Medicare & Medicaid Services, which is part of the U.S. Health and Human Services. The goal of the Medicare-Medicaid Coordination Office is to support seamless quality health care and cost-effective health care for individuals who are both eligible for Medicaid and Medicare. Resources for Integrated Care provides tools and strategies and technical assistance for managed care plans, serving this population as well as providers in the healthcare field. One of the reasons that the Medicare-Medicaid Coordination Office is so interested in this is that individuals who are eligible for both of these programs, Medicaid and Medicare have poorer health outcomes than individuals eligible for one of those programs individually. It's a population that has gotten special attention, and the Medicare-Medicaid Coordination Office with the support of Resources for Integrated Care have developed several resources primarily delivered through this website that I am showing you that has over 50 webinars, personal stories, lessons learned, implementation, and assessment tools. If you want to be added to the Resources for Integrated Care, e-mail list, please enter your e-mail into the chat today and we will make sure you get the resources. The reason we are here today is because of the resources that have been developed for Disability-Competent Care. The Disability-Competent Care model basically comes from best practices in the field from a few pioneering managed-care organizations that looked at serving people with

disabilities, and some experts in disability service provision and advocacy, and then also individuals with disabilities. This triangle shows the core components of the DCC model: Participant centered, this idea that the participant or the member's lived experience of their disability and the preferences, goals and choices are the foundation for their care, for their health care. Respect for participant choice, including the concept of dignity of risk, which honors and respects a person's choices even if they are they are inconsistent with the healthcare team's recommendation. The elimination of medical or institutional bias that may prevent providers from addressing an individual as a whole person. Again, this is the idea of looking at not the medical diagnosis, but more in terms of how is this person able to manage with their disability. And then a perception that disability is a societal issue where the barriers are attitudinal, physical, the communication, environmental by people in society, and also people without disabilities. This idea of our society and the person in environment is very key here. The model has been organized into seven pillars, and it's organized that way on our website. If you go and look for you go and look for the DCC model, it's organized by these seven pillars. You can click on the appropriate topic area that you are interested in and see webinars related to those topic areas that you are interested in. We also have two assessment tools for organizations, one is called DCCAT that assesses an organization's disability competency, and the other one is the DCC START, which assesses an organizations training resources related to disability. Here is what the homepage looks like. We also do offer Continuing Education credits on some of the webinars for social workers for free. I encourage you to go there. You can click on the events calendar. If you are looking for a specific resource on a topic you can type it into the search function here. At this point I'm going to turn to turn it over to Matt who will walk you through our collaboration, the social work and curricular resource.

**Matt Bogenschutz:** Thank you very much, Christina. I am, Matt Bogenschutz from Virginia Commonwealth University. My job here is to introduce you to a process by which we developed the curricular resource on Disability-Competent Care, and walk you through that resource. I will start with our overarching goal. The overarching goal was to create a resource that would be easy to implement with very easy resources embedded within it that social work educators can use either for BSW classes or MSW classes anywhere across the social work curriculum. We did not want to focus in on disability in specific courses because you know very few of those exist. We wanted this to be very, very accessible, no matter what kind of class you are teaching. We wanted to have easy-to-use resources accessible, no matter what kind of class you are teaching. We also thought it was really important to ground everything within EPAS 2015. In a moment I will show you how we have done that. Basically, we did a crosswalk between Disability-Competent Care and EPAS. And then we have a resource guide, a resource list, rather, that is also organized by competency area. I will show you both of those in a moment. We also thought it was really important to get CSWE's endorsement, which we are very happy to have gotten. Some of you may be familiar with CSWE's curricular guides. This is not officially a curricular guide because it was developed in a different way, but we are proud to say now that the resources are on the same webpage as all of the other curricular guides, as well as being housed within the Diversity Center's webpage as well. You can find it in a couple of different locations. Christina, do you want to go on to the next slide?

In terms of development, we were approached by Christina back in 2017 to talk about the opportunity to work with the Lewin Group, MMCO and folks at Resources for Integrated Care (RIC) to work on developing this curricular guide based on the existing materials that were developed through RIC which Christina just walked you through. We began by bringing the idea to the full Council on Disability and

Persons with Disabilities at our Annual Program Meeting back in 2017. There was a lot of interest and we decided to move forward with working towards development of the resource. Our first step was basically to crosswalk the existing Disability-Competent Care material to EPAS 2015. I will show you how we did that in just a moment. We also had a period of resource gathering where a workgroup of social work educators, advocates, people with disabilities, people from health systems, and partners from the Lewin Group and other federal partners got together and shared resources that might be helpful for social work educators. We compiled those and we will show you that in a moment. We collaborated with CSWE to arrive with this final product. If anyone is interested in seeing the whole full list of workgroup members that is available on the last page of the resource. Here is the resource. Christina, do you want to screen share?

**Christina Neill Bowen:** Yes, I will. It may take a moment or two.

**Matt Bogenschutz:** We are going to go ahead and screen share the resource. Again, while Christina is pulling this up, I want to reiterate that it is available on the CSWE website with all of the other curricular resources. It's right there with all of the rest of them. It is also still available through the Diversity Center's website as well. Multiple places to get to it. If we scroll through the resource, much of the first part of it is sort of contextual. It tells about the overview of the background of why this project was necessary. Basically speaking, we found this to be necessary because so much social work is actually disability work, whether it's constructed as such or not. So, we know that, for example, if you were working as a social worker in the school system, much of that work is going to be disability work. If you are working with folks who are aging, much of that is disability work. If you are working a military social worker with Veterans, much of that work is going to be disability work. No matter what your practice area or population, so much of that work is going to be disability to be disability work. The first parts of the guide, as Christina is showing you, are about the context and some of the content on Disability-Competent Care that Christina has already shared with you, so I will skip to that. I have already talked a bit about the method. I will skip to a bit of that as well. What I think is interesting is getting down to the connection of DCC with social worker values. Christina, if you are able to land on the table on the top of page number seven?

**Christina Neill Bowen:** Table one, do you see that, Matt?

**Matt Bogenschutz:** Yes, it is there now.

**Christina Neill Bowen:** Okay.

**Matt Bogenschutz:** This first table shows the overlap between social work values and some of the core values of Disability-Competent Care. This is kind of our basis. You saw that there were a lot of points of overlap between the values of our profession that we try our best to embed in our students. And the values that underlie Disability-Competent Care. This was the value foundation that we shared. As we scroll down a little farther we get into the crosswalk. Christina, if you want to go on down to the start of the crosswalk.

**Christina Neill Bowen:** Okay.

**Matt Bogenschutz:** For each of the nine competency areas, we broke out the behaviors and crosswalked those behaviors to disability outcomes that we're embedded in RIC, Resources for Integrated Care and resources for Disability-Competent Care. You can see as an example for competency number one about

knowledge, values and skills. We have the overlap of the behavior and the outcomes that we are hoping for in that competency area, how those interact with the disability learning outcomes, and then the connection point between the two. In this way we really try to ground Disability-Competent Care within the EPAS, so that it's more of a seamless connection. And we do this for all nine of the competency areas. Hopefully, that is making sense to you. And in a minute, Lydia is going to tell you a little bit more about how we think this speaks to the implicit curriculum. I'm going to skip this last part of the curriculum of the curriculum guide for now. And that the bottom you have some of the references that were used, as well as a quick summary of the people who participated in the workgroup that created the resource. Christina, do you want to go over to the resource list?

To get to the resource list, actually the first thing I am going to say is the resource list that is visible here is spreadsheet format. We also have this in an accessible format that is screen reader friendly that is also embedded on the website. If you need this in accessible format, that is available to you as well. You can access the resource list through the actual resource, and any one of the competency areas in the crosswalk there's a click here for more information button on the connection points, and that will take you directly to the resource list. It is embedded within the curricular resource. Christina, please scroll down a little bit.

The things I want to point out here are that we have a list of many resources here, there is absolutely no expectation that any instructor would use all of these resources. However, as many of you are looking for resources, as is the reason for joining the call today, I think you will find a lot to like here. We have a brief description of these resources. Most of the resources are available online. The vast majority of them are open source, so you have a direct link to how you can open those. And then if you scroll a little farther, Christina.

If we scroll over to the right you will see what kind of media it is, whether it is a film, a journal article, or worksheet, whatever. And then on the far-right of what you can see on the screen now you have what competencies these resources apply too. If you're looking for some resource that applies to competency number four, you can easily sort this by which competencies go too competency number four. If you are looking specifically for a movie within competency number four, you can sort to find that as well. This entire database is highly sortable. It's highly targeted towards particular competencies. And I think you will find resources to fit your needs, no matter what kind of class you are teaching, what kind of competency you are trying to address, and how you want students to interact with the resource, with the want them to have something to read or a video to watch. We have a wide variety of resources embedded here. I would really encourage you to take the time after the webinar to explore this resource list. I think this will be, hopefully, very, very useful for you. And from our conversations with colleagues leading up to this webinar, it is really the resource list that has got people most excited. And based on your initial response of what you want to get out of the webinar, so many of you chimed in on resources. I think this should be very, very helpful for you. With that, I'm going to turn it over to Lydia, who will take you through a couple of examples about how to use particular pieces of the resource list in classes, just as a couple of examples to share.

**Lydia Ogden:** Thanks, hi. I'm going to talk a little now about how to use the resource to develop classroom material. On page 5 of the guide you will find some instructions about how to use it, so, in case you did not take everything right in the first time. There's a lot of depth to this tool, so there are instructions available for you. I thought I would point out some things I found helpful for curricular

development and use in my various courses. As Matt was pointing out, one thing that is very helpful is the guide links to the two up, suggesting disability learning outcomes for each of the EPAS competencies, and for addressing content in the classroom. If you are like me and at a university that is coming up for accreditation or reaccreditation, or reaffirmation I think they call it now, then that is especially helpful. Explicit and specific curriculum educational resources appear in that database spreadsheet that we were just showing you. One of the things you can do with the guide is click to and from that searchable excel spreadsheet we are using as a database, and then within the database you can do search by word search, by type of research, and/or by competency. Those are some things that, for me, just using it in the last year or so since we developed it, have been helpful. Throughout the resource there are links to the database. Some ways you might use it is to develop material and practices that fit existing class content to the disability competent framework, or you can simply use the resource list to bring a disability related video or reading into an existing course. Just scrolling down from the top of the database you will find that not only is the name of the resource and link to it, but also a suggestion about how to use it. When I started scrolling down one of the first things you see is "Healthcare Stories, Alice Wong." And as it says in the database that provides rich story about a woman named, Alice Wong, who is a wheel chair user with spinal muscular atrophy, which is a neuromuscular disability. She lives in the San Francisco Bay area. In the video she discusses her experiences in healthcare settings. And then the database also suggests how to use the video. It says, "This video can be shown and followed by facilitated discussion." The video can be used to examine healthcare policies and practices, and how they impact human lives, and really humanizing the impact of policies and what policies look like in practice. It could be great for a policy course and also for use applying mezzo- or macro-level theory to a case. I am sure there are many other ways we can use the resource, and that is just the "A" section, when you first look at the database.

Another thing you can use the resource for is to think about the about the importance of disability in the implicit curriculum. So as you likely all know when we think about the implicit curriculum we are thinking about the culture and the environment of the school social worker department. You are thinking about things like commitment to diversity and other aspects that demonstrate how the school lives out the value of the profession. As we look to the material we can consider not only aspects that demonstrate how the school lives out the values of the profession, but what we're doing more broadly within our school to become more disability competent educators. You can also use the resource to design content about ethical practice with people with disabilities. Again, there's lots of material in the excel spreadsheet for you to construct disability as an important form of human diversity, and also examine issues about ethical practice with people with disabilities. If you want to use one of the personal stories to bring material to life, there are many on the list, from the teaching resource list, or the database, to use as an example for class.

I want to talk a little bit more about ideas to impact the implicit curriculum in the next slide. One thing that we can do to impact implicit curriculum is to use these resources to consider changes to bring the school into greater compliance with the ADA. Another thing is implementing a policy of universal design and curriculum development. Universal design just means learning designed to meet the learning needs of all and accessible to all learners. That is according to the Center for Applied Special Technology. The CSWE CDPD compiled a list of universal design educational resources that, if you are following along with the PowerPoint and click on the green text, it will link to it. But if you don't do that right now you can Google CSWE CDPD universal design and it will come right up.

Also, it can help you think about providing supports for students with exceptional learning needs. Some of the resources in what we are presenting today is content to use in the classroom. Some is used to inform how you teach learning for students with exceptional needs such as students who are deaf, or blind, or have or have traumatic brain injury, etc. For example, that would be doing things like always showing the closed captioning when you show a video. This can help deaf students and you can have them in your courses even if you don't know it. I wanted to share one piece of feedback I received in my fall course evaluation. A student appreciated the closed captioning because she had hearing loss. I have no idea who the student is. I did not know, but it inspired me to learn more about how to support deaf students or students with hearing loss, as that student self-identified, throughout my classes. I found that the guide was a good starting point for that.

Another way to impact the implicit curriculum is by hosting talks about disability related issues. Making safe spaces on campus for discussion and openness about disability related issues can really decrease stigma and increase a sense of belonging, which we know is essential is essential to student longevity and in successfully completing academic programs. One-story which I think was a few years ago. We had a blind student interested in hosting a presentation, initially for the faculty on how to work with a blind student in our courses. But in the end we opened it up to the whole community, and she spoke about, in addition to working more effectively in the classroom, just befriending a peer who is blind. That was an empowering experience for her and it was beneficial for the whole community.

Another example is, I work with people who have psychiatric disabilities, and we recently hosted a panel on behavioral health and aging. We just used that as an opportunity to make sure that we framed the material in a disability lens where that was relevant, as well as to ensure people with a lived experience of disabling psychiatric illnesses were also presenting. Again, this was to fight stigma and increase awareness, and really have an empowering component to the presentation. Another thought is developing and promoting student groups for students with disabilities and their allies. Keeping in mind that not every student with a disability might really identify, or necessarily want to join such a group, but just having a space for them is important.

And then, finally, connecting with University Centers on Disability. For that you can see the Association of University Centers on Disabilities website, which is a membership organization that supports and promotes a national network of university -based interdisciplinary programs to develop and improve education for students with disabilities. Every State has one.

Those are some ideas about how to impact the implicit curriculum. I now want to move on to a little bit of a discussion. We want to give you a forum to discuss how you might use this guide. Where would you see this fit within the Core Curriculum? How would you use this in your courses?

I think it would work best if you put thoughts or any questions you have into the chat and we can respond.

**Christina Neill Bowen:** That's great, Lydia. I will monitor the chat as questions come in and let you know.

**Lydia Ogden:** While you are all looking through things and mulling it over, I will mention some of the things people have identified that this material could fit into. I see it's suggested using it in research classes. There are some really good resources within the database for that. I also teach a research class, and I was looking for new, strong, qualitative material, and I typed qualitative into the excel sheet. I

found one of the things that popped up was a book which is a little bit unusual in this database, because most of them are Web accessible. It was a 2015 book by Berger and Lauren, "Disability and Qualitative Research: Disability and Qualitative Inquiry. Methods for Rethinking and Ableist World." And it's a really strong research. I took sections of it or the whole thing can be used in class discussion, group exercises, or written assignments in a research class. It explains purpose and practices of techniques of qualitative research, using disability as an example. I was lucky that that my library has it, but if you are interested in it you can always ask for a desk copy, as I am sure most of you know. But, yes, so research is one that has come up a lot.

Other thoughts?

**Matt Bogenschutz:** On the topic of research, I also think that there are some objects embedded in the resource list that will actually help students to sort of generate research and use data. There is a link, for example to the National Core Indicators project, which has a chart generator where you can put different variables together. It will generate a chart specific to your state or for the U.S. as a whole that tell us about disability outcomes for people with disability. There are things embedded you can manipulate to try out the research skills as well.

**Lydia Ogden:** Yes, thank you for reminding me of that. That's really a plus for research courses. I am seeing a few questions. One is about cost is there a print version?

There is not a print version of the Curricula resource, but we think that the technology is actually helpful for it since you can link back-and-forth between the guide and the database, so I think it is actually most effective in the non-print actually.

But there is the accessible version in Microsoft Word, so that's more printer friendly, I guess, if you were going, if you were going to print. It is pretty long though.

Somebody asked, will you restate where the EPAS information is located?

Yes, that is in the database section, and you can see at the top of the page it lists all of the competencies, and then for each resource there is an X next to which competency it the next two. If you use the excel function where you freeze the top then you can scroll through and the Xs will stay at the top, then you can scroll through and the Xs will align with the competencies.

**Christina Neill Bowen:** I am sharing it, Lydia. I don't know if you can see it but I am sharing it.

**Lydia Ogden:** Yes, I can see it. While sharing, I will answer another question.

Are you going to update the resources guide every year as new sources come up and you well do that?

The plan is, yes, we will be updating it. The plan for who and how that will be done is in progress. I don't know if Matt or Jeanne want to say anything about that?

**Matt Bogenschutz:** You are right, it is in progress. We're really still working out the details on how that will be done sustainably. My hunch is it will probably be a function of the Council on Disability and Persons with Disabilities. We really need to work on ways to do so more sustainably. Yeah, so that is one of our big goals around this project is to keep the database relevant and therefore, yes, I should say keep it relevant by updating it. That being said, if you have resources, I hope that you will e-mail us with them so we can consider including them the next time we do a revision. I see that someone here has

already suggested I resource, and that is great. If other folks have resources that they would like to suggest, I would certainly invite you to e-mail me directly with we do a revision.

**Lydia Ogden:** In our past presentations people have identified a number of areas where they would be able to put in some of the content. Generalist, foundation practice courses, human behavior in the social environment courses. We talked in detail about research. The DSM-5 course, which I teach, I actually found some really good information in the database. Policy courses, social advocacy, and then even in some of the advanced concentrations, some of this material could be useful. I think I'm going to wrap-up. I do not see the questions coming in. I do see one from Tarik about the video. Does anyone want to talk about the video project?

**Matt Bogenschutz:** Yes, I can update on that. The Council on Disability and Persons with Disabilities has a grant from CSWE this year. We are in the process of making a video that will include some content about why it's important to teach disability in social work. It will have an overview much like what you have seen today. And it will have some testimonials from social work educators who have been using the guide. We are in the process of putting all of that together, working with a filmmaker to make it pretty. We're hoping that that should be available in the fall. Keep your eyes open for that as well.

**Lydia Ogden:** Thank you, Matt. I think that wraps up our discussion. Christina, did you want to say anything else?

**Christina Neill Bowen:** Sure, thanks, Lydia. This has been great. I am looking at another chat question that came in. Should we take that one? It is asking about how we will inject military content to the curriculum with the VA being the largest employer of social workers. So that's really interesting.

**Matt Bogenschutz:** Yeah, I think so. I think it's a good question. I think, you know, this particular resource list and resource guide are not directly focused on Veterans or military issues. Although we are very aware that that's a huge population, and a huge employer of social workers at the VA. So, I would maybe encourage you to look at what is available through our resource guide, as well as there is a resource guide on military social work as well. Between those two guides, you might have some good insights. And we would also certainly welcome any other insights you might have on trying to integrate them as we keep this up data.

**Christina Neill Bowen:** Great, thanks, Matt. So in conclusion then here we've got some links for you. Of course, the most important being the link to the guide, which, hopefully, you now know how to get too. Again, you can get to the guide by going to the CSWE website and clicking on educational resources, and then the 2015 EPAS guides. That is one way. Another way is the Diversity Center's website. Make sure you are familiar with how to get that. And if you want to be part of the Resources for Integrated Care e-mail newsletter list, put your e-mail right into the chat and we will make sure that you get notices about upcoming webinars and continuing education opportunities. And then, finally, if you have any follow-up questions or just want to reach out to get in touch with the presenters, please, feel free to do so after the webinar. We would love to hear from you and about how you may be using the guide in the classroom, or suggestions as we think about steps for moving forward. So, thanks, everyone for joining us today. We are happy to have had you, and we hope you have a great rest of your day. Thanks so much.

**END**