

## Slide 1

### Support for Students with Disabilities in studies

Professor Lam Ching Man  
Department of Social Work

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### Experience of our Department in supporting students with disabilities

- The first wheelchair student graduated in 1987
- The second wheelchair student graduated in 2007
- Student with visual difficulty admitted in 2012

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### Department Support

#### Admissions

- UPCC Chairperson (communication with academic advisor, course instructor, field coordinator & instructions team, administrative staff)
- Meeting

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### Role of Academic Advisor

- Key person to support the student
- Is the STOT teacher of student's first and final year of studies
- Provide academic counseling and support throughout the 3/4 year of undergraduate studies
- Mobilize peer support

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### Course work level

Course outlines, lecture power point, reading materials and textbooks would be sent to Ka Ho and his student helpers earlier to allow sufficient time for preparation.

- Student helpers are responsible to convert the texts into braille (點字).
- Teachers are advised to arrange Ka Ho and his helper in same tutorial group

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### Role of Field Coordinator and Field Instructions Team

- Meet with student to understand his learning needs

- Select suitable placement unit for student
- Coordinate with placement agency to facilitate student's placement learning
- Provide assistance for student during field placement

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##### Role of Administrative Staff

- Coordinate between course instructors and student plus student helpers
- Help collecting course materials for student
- Channel student's situation and needs to course instructors

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##### General Support-Service Guidelines by the University

To enable disabled students to actively participate in campus life and to facilitate their learning, the following special services and facilities are advised to be arranged according to individual needs:

- **Learning aids and equipment (Departmental level)**
- **Special lecture or examination arrangement (Departmental level)**
- Transportation
- Accommodation
- access to buildings
- access to library facilities
- access to computer and information facilities
- general medical care
- psychological counselling
- career counselling

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##### Special Arrangements for Examination (as Stipulated by RES)

- Extra time allowance be given
- Use of computer, with screen reading software installed, be allowed in producing answers to all questions
- Use of student's own Braille display be allowed for all examinations (the computer will be set up at CC Library)
- An individual room be arranged for examinations
- A larger desk be provided at the examination room
- Text-based and soft copy of question papers be provided for all examinations
- Text descriptions on images/symbols/charts be arranged
- Invigilator be arranged for reading calculation results when using calculators as necessary

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What we have done to prepare ourselves?

- Visit to Blind Union
- Experiencing “Dialogue in the Dark”

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Difficulties

- Advanced preparation on the part of course instructors – possibility of last minute change or additional information
- Occasionally unaware of the needs of the students
- Unfamiliar with the resource and software
- Use of visual materials in course teaching
- On the student side, it is possible that there are constraints in taking elective courses or to have other learning experience

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Other gains

- We can learn from these experiences
- The experiences help us to improve in sensitivity to needs of others
- The experience help our students developing accepting attitude
- The experience helps us to actualize social work principles and values

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Expectation

Students with disabilities can have opportunities to be involved in different learning experiences

+ Accepting and open attitude

→ Our university - A supportive and inclusive community

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Thank you!