

Introduction to Disability

Section A: Headline Information							
Module title		Introduction to Disability					
Module NFQ level (only if an NFQ level can be demonstrated)		Level 7					
Module number/reference		TBC					
Module Co-ordinator		Dr Lucy Bennett					
Parent programme(s)		BA in Applied Social Studies (Professional Social Care)					
Stage of parent programme		Stage 1					
Semester (semester1/semester2 if applicable)		Semester 2					
Module credit units (FET/HET/ECTS)		ECTS					
Module credit number of units		5					
List the teaching and learning modes		Lectures, tutorials and web facilitated learning					
Entry requirements (statement of knowledge, skill and competence)		College Entry Requirements must be satisfied for entry onto Stage 1.					
Pre-requisite module titles		N/A					
Co-requisite module titles		N/A					
Is this a capstone module? (Yes or No)		No					
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)		Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. Staff must have appropriate experience of working in the Disability area. The specific requirements of professional bodies (e.g. CORU) must be taken into consideration when meeting the staffing requirements of the programme.					
Maximum number of learners per module		120					
Duration of the module		1 semester					
Average (over the duration of the module) of the contact hours per week (see * below)		2.3 hours					
Module-specific physical resources and support required per centre (or instance of the module)		Lecture Hall, Small Group Work Room and IT Room. Library and IT resources required					
Analysis of required learning effort							
*Effort while in contact with staff							
Classroom and demonstrations	Mentoring and small-group tutoring	Other (specify)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)

Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Explain the historical context and theoretical models within which definitions of disability and services for people with disabilities have evolved in Ireland (MIPLO 1, 3). 2. Use a life course approach to illustrate how specific types of disability impact on individuals' quality of life, including experiences of education, employment, social inclusion, personal and family relationships (MIPLO 2). 3. Describe and demonstrate understanding of the quality standards against which services are currently assessed (MIPLO 1, 2, 6, 7).
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<p>Definitions of disability, including changes in language</p> <p>History of service provision- influence of dominant ideologies</p> <p>Models of disability-religious, medical, social and rights-based models</p> <p>Person-centred Care</p> <p>Life course stages- early years, school years, adulthood (employment, housing)</p> <p>Early years 0-6 years – Parents' experiences, types of disability, services/multi-disciplinary teams</p> <p>Education- history and evaluation of segregation and integration</p> <p>Employment-benefits of mainstreaming, supports required</p> <p>Supported living/independent living/individualised payments- Role of Social Care Worker</p> <p>Approaches to dealing with challenging behaviour</p> <p>HIQA standards for residential care for people with disabilities</p> <p>HSE review of day services for adults with disabilities - <i>New Directions</i></p> <p>Guidelines on Safeguarding</p>
Module Teaching and Learning Strategy	<p>The module coordinator will deliver most of the module content, with time given for questions and discussion. Guest lecturers will be invited to present on work-related skills.</p> <p>Web-facilitated learning through You-Tube clips or TED Talks will take place on occasion.</p> <p>Peer learning will be facilitated through a group presentation assignment.</p> <p>Learners will, in small groups have the opportunity to break down the material in tutorials for greater examination of the issues. Prescribed readings will be used to encourage engagement by learners, and provide a basis for formative assessment or assessment for learning (Carlow College Teaching and Learning Strategy).</p>

Work-Based Learning and Practice-Placement	N/A
E-Learning	Moodle will be used to deliver material and additional readings and links to relevant websites. Learners may also upload material for peer-learning purposes. Videos produced can be uploaded on MOODLE for assessment purposes.
Specifications for Module Staffing Requirements	Module Coordinator will teach the majority of the material. Guest lecturers will be invited to present on current skills-based aspects. Staff – learner ratio is typical of a lecture and tutorial format, i.e. 1- 120 and 1-20.
Module Summative and Formative Assessment Strategy	A group project will be set, the title of which will require the group to include topics relating to each of the learning outcomes. Learners will be divided into groups with each individual preparing a two-minute video on one aspect of the title. The composite video will be corrected as a (mainly) formative exercise with feedback being provided on individual sections and on the piece as a whole. The summative exercise will involve each learner submitting an essay (1,500 words) on all aspects of the topic. A reflective piece will be set (500 words) dealing with the learners’ learning from working as part of a group The group project will have a weighting of 20%, the essay will have a weighting of 60% and the reflection piece will be worth 20%.
Sample Assessment Materials	Examples of a Group Project, linked to Essay and Reflection Presentation: Work in groups of four Prepare a video (10 minutes) on a disability-related topic of the group’s choosing. (Each person to present for about 2 minutes.) The topic should address the following: historical or theoretical perspectives, the impact on a child or adult of this issue, the relevance of person-centred approaches and the regulations that safeguard the person in this situation. Essay: Submit a 1,500- word essay on the topic presented by the group. Reflection Submit a 500- word piece reflecting on your learning as part of a group and how the group presentation supported the preparation of the essay.
Reading Lists and Other Information Resources	Essential Reading: Noonan Walsh, P. and Gash, H. (Eds.) (2004). <i>Lives and Times: Practice, Policy and People With Disabilities</i> . Bray: Rathdown. Oliver, M. and Barnes, C. (2012). <i>The New Politics of Disablement</i> . London: Palgrave Macmillan. Redmond, B and Quin, S. (2003). <i>Disability and Social Policy in Ireland</i> . Dublin: UCD Press.

	<p><u>Other Reading: Journals</u> <i>Frontline</i> <i>Disability and Society</i> <i>Journal of Intellectual and Developmental Disability</i></p> <p><u>Essential Websites</u> www.hiqa.ie www.nda.ie www.inclusionireland.ie</p> <p><u>Essential Viewing:</u> TED talk Presentations YouTube clips</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall Tutorial space Internet Projector/Speakers</p>