



CHRISTIAN HERITAGE COLLEGE

**DC240**

**DISABILITY AND AGED CARE:  
THEORETICAL PERSPECTIVES**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	DC240														
<b>Unit name</b>	Disability and Aged Care: Theoretical Perspectives														
<b>Associated higher education awards</b>	Bachelor of Applied Social Science														
<b>Duration</b>	One semester														
<b>Level</b>	Intermediate														
<b>Core/Elective</b>	Elective Required for Disability and Aged Care specialisation														
<b>Weighting</b>	Unit credit points: 10 Course credit points: 240														
<b>Student workload</b>	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td> <td>39 hours</td> </tr> <tr> <td>Reading, study, and preparation</td> <td>59 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>52 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table> <p><i>External</i></p> <table> <tr> <td>Engagement with study materials</td> <td>90 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>60 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	39 hours	Reading, study, and preparation	59 hours	Assignment preparation	52 hours	<b>TOTAL</b>	<b>150 hours</b>	Engagement with study materials	90 hours	Assignment preparation	60 hours	<b>TOTAL</b>	<b>150 hours</b>
Contact hours	39 hours														
Reading, study, and preparation	59 hours														
Assignment preparation	52 hours														
<b>TOTAL</b>	<b>150 hours</b>														
Engagement with study materials	90 hours														
Assignment preparation	60 hours														
<b>TOTAL</b>	<b>150 hours</b>														
<b>Delivery mode</b>	Face-to-face on site External														
<b>Prerequisites/ Corequisites/ Restrictions</b>	<i>Prerequisite</i> SO102 Introduction to Applied Social Theories														
<b>Rationale</b>	<p>Approximately one in three Australians has a disability or is likely to have a close acquaintance with a disability. Furthermore, the likelihood of living with a disability, or living with someone with a disability, greatly increases with age. Societal attitudes and myths towards the aged and people with disabilities often diminish the personhood of those with a different life context; therefore, a solid understanding and person-centred philosophy of disability and aged care considerations is vitally important for those working in people-helping professions.</p> <p>This unit provides an introduction to the concepts of disability, impairment and aging. It provides information about various types of disability and focuses on equipping students with an understanding of the impact of disability and aging on individuals and the wider community. Opportunity will also be given for students to reflect on their own assumptions, biases and experiences of disability issues and to consider the way societies respond to various challenges associated with disabilities. Students will also be given the opportunity to reflect on issues and perspectives of disability and aging from the premise of a Christian worldview.</p>														
<b>Prescribed text(s)</b>	<p>Swinton, J. (2012). <i>Dementia. Living in the memories of God</i>. Grand Rapids, MI: Wm. B. Eerdmans.</p> <p>Yong, A. (2011). <i>The Bible, disability, and the Church. A new vision of the people of God</i>. Grand Rapids, MI: Wm. B. Eerdmans.</p>														

<p><b>Recommended readings</b></p>	<p><b>Books</b></p> <p>Baker, H. (2012). <i>Aging with a disability versus disability with age: A new theoretical model to conceptualize clients with disability</i>. Germany: Lambert.</p> <p>Bogdashina, O. (2013). <i>Autism and spirituality</i>. London, UK: Jessica Kingsley.</p> <p>DePoy, E., &amp; Gilson, S. (2011). <i>Studying disability: Multiple theories and responses</i>. Thousand Oaks, CA: Sage.</p> <p>Janicki, M., &amp; Dalton, A. (Eds.).(2014). <i>Dementia and aging adults with intellectual disabilities. A handbook</i> (2nd ed.). New York, NY: Routledge.</p> <p>Jeppsson Grassman, E., &amp; Whitaker, A. (Eds.).(2013). <i>Ageing with disability: A lifecourse perspective</i>. Bristol, UK: Policy Press.</p> <p>Heller, T., &amp; Parker Harris, S. K. (2012). <i>Disability through the life course</i>. Thousand Oaks, CA: Sage.</p> <p>Lollar, D.J., &amp; Andresen, E.M. (Eds.).(2011). <i>Public health perspectives on disability: Epidemiology to ethics and beyond</i>. New York, NY: Springer.</p> <p>Morgon, L.A., &amp; Kunkel, S.R. (2011). <i>Aging, society, and the life course</i> (4th ed.). New York, NY: Springer.</p> <p>Warren, N., &amp; Manderson, L. (Eds.).(2013). <i>Reframing disability and quality of life: A global perspective</i>. New York, NY: Springer.</p> <p>Watchman, K. (Ed.). (2014). <i>Intellectual disability and dementia. Research into practice</i>. London, UK: Jessica Kingsley.</p> <p><b>Journals</b></p> <p><i>Australasian Society for Intellectual Disability</i></p> <p><i>Disability Studies Quarterly</i></p> <p><i>Disability and Society</i></p> <p><i>Journal of Religion Disability and Health</i></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p><b>Specialist resource requirements</b></p>	<p>Nil</p>
<p><b>Content</b></p>	<ol style="list-style-type: none"> <li>1. Introduction: definitions and types of disability; differentiate disability and aged care</li> <li>2. Theories and discourses that have informed attitudes and perspectives of disability</li> <li>3. Societal myths and assumptions about disability and aging</li> <li>4. Theological and biblical perspectives on disability and aging</li> <li>5. The impact of disability on individuals and families</li> <li>6. Community and societal issues and considerations – ethics and professionalism</li> <li>7. Aging and aged care considerations including other disorders typical to aging</li> <li>8. Diagnosis, treatment, therapies, service provision – NDIS, 6 industry standards</li> <li>9. Physical and intellectual disabilities</li> <li>10. Mental illness, psychological and sensory disabilities</li> <li>11. Autism Spectrum Disorder, Asperger Syndrome, developmental and learning disabilities</li> <li>12. Grief, loss and trauma issues in disability and aging</li> <li>13. Communication and therapeutic challenges: non-verbal dialogue, body language, passive and non-passive aggression, therapeutic considerations for people with disabilities or age related disorders</li> </ol>

<b>Learning outcomes</b>	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> <li>1. considered and conceptualised an understanding of disability, impairment and aging;</li> <li>2. analysed the different types of disability and the impact that these disabilities have on people's lives;</li> <li>3. reflected on their own assumptions, biases, and experiences concerning people with disabilities using theoretical perspectives, including a Christian worldview;</li> <li>4. analysed the impact of issues surrounding disability and aging on families, the local community, and the wider global considerations;</li> <li>5. begun to integrate important ethical, professional, theological and theoretical perspectives of disability and aging into their emerging applied social sciences practice framework; and</li> <li>6. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.</li> </ol>
<b>Assessment tasks</b>	<p><b>Task 1: Reflective Journal</b></p> <p>Briefly discuss your theoretical, personal, and professional learning as they relate to one issue, perspective, or theme.</p> <p>Word Length/Duration: 1,500 (4 x 300-400 words)</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Weeks 3, 6, 10, 13</p> <p><b>Task 2: Reflective Essay</b></p> <p>Reflect on your personal attitudes, biases and experiences concerning disability.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 10</p> <p><b>Task 3: Research Paper</b></p> <p>From the various types of disability discussed, provide an in-depth consideration of a specific impairment and discuss the individual, family, community and societal considerations that are relevant to a person impacted by this impairment.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 13</p>
<b>Unit summary</b>	<p>This unit is a theoretical unit designed to provide students with information about various types of disability and aging, and encourages students to make an ethical and professional response to the impact of disability and aging on individuals and the wider community.</p>