



CHRISTIAN HERITAGE COLLEGE

**DC241**

**DISABILITY AND AGED CARE:  
SKILLS AND PRACTICES**

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>	DC241														
<b>Unit name</b>	Disability and Aged Care: Skills and Practices														
<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>
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<b>Delivery mode</b>	Face-to-face on site External														
<b>Prerequisites/ Corequisites/ Restrictions</b>	<p><i>Prerequisites</i></p> <p>CS215 Contours for a Bible-based Christ-centred Worldview DC240 Disability and Aged Care: Theoretical Perspectives SO114 Foundational Interpersonal Skills</p>														
<b>Rationale</b>	<p>Disability services and aged care industries offer a variety of career paths for applied social sciences practitioners across a number of diverse clinical and community settings. Some of these opportunities include family support workers, disability service workers, aged care providers, community advocates, organisational managers, program and policy writers and chaplains. As such, these practitioners require a diverse range of interpersonal and clinical skills that focus on the techniques and processes which enhance the clinical outcomes for these service groups.</p> <p>This unit is designed to equip the student with a range of basic skills and practices that will be underpinned by the clinical knowledge and strategies required to work with people in a way that enhances their life experience. Students will learn to assess and positively manage barriers to holistic care, and to work in the best interest of the client and their family.</p>														

<b>Prescribed text(s)</b>	<p>Dawbin, D. (2011). <i>Aged care in Australia - A guide for aged care workers</i> (2nd ed.). Meadowbank, Australia: TAFE NSW Training and Education Support Industry Skills Unit.</p> <p>Rogers, A., &amp; Barrett, S. (2011). <i>Aged care in Australia – A guide for aged care workers</i> (Study guide) (3rd ed.). Meadowbank, Australia: TAFE NSW Training and Education Support Industry Skills Unit.</p>
<b>Recommended readings</b>	<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>Falvo, D. (2014). <i>Medical And psychosocial aspects of chronic illness and disability</i> (5th ed.). Burlington, MA: Jones &amp; Bartlett Learning.</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>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>McNaughton, D.B., &amp; Beukelman, D.R. (Eds.). (2010). <i>Transition strategies for adolescents and young adults who use AAC</i>. Baltimore, MD: Paul H. Brookes.</p> <p>Speedling, B.F. (2014). <i>Why is grandma screaming?: A practical guide to improving quality of life in long term care</i>. USA: CreateSpace.</p> <p>Talley, R., &amp; Crews, J. (Eds.).(2012). <i>Multiple dimensions of caregiving and disability. Research, practice, policy</i>. New York, NY: Springer</p> <p><b>Journals</b></p> <p><i>Ageing and Society</i></p> <p><i>Aging Today</i></p> <p><i>Disability &amp; Society</i></p> <p><i>Journal of Elder Abuse &amp; Neglect</i></p> <p><i>Journal of Gerontological Social Work</i></p> <p><i>Journal of Social Work in Disability &amp; Rehabilitation</i></p> <p><i>Quality in Ageing and Older Adults</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>
<b>Specialist resource requirements</b>	Nil
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Christian worldview foundations for working in the fields of disability or aged care</li> <li>2. Philosophical foundations: a strengths and resilience based approach, decentred and influential models of practice; empowering clients and families, duty of care</li> <li>3. Self-awareness, emotional intelligence, conflict management, crisis management, personal and professional attributes, scope of practice</li> <li>4. Developing therapeutic alliances with clients and their families</li> <li>5. Creative practice and innovations for care, insights into core family issues</li> <li>6. Understanding and working in the client’s world</li> <li>7. Understanding and overcoming common barriers to communication, care and life choices, risk assessment</li> </ol>

	<ol style="list-style-type: none"> <li>8. Communication considerations: non-verbal dialogue, body language, assisted communication, use of basic sign language and Makaton, communication interventions to replace challenging behaviours</li> <li>9. Community access considerations: socialisation, employment, network and support, specialised interest groups and activities, technology</li> <li>10. Management of challenging and unusual behaviours</li> <li>11. Skills required for working with clients and families from diverse backgrounds or other specialised needs</li> <li>12. Self-care, supervision, professional development, reflective practice</li> <li>13. Client directed care, client choice, client autonomy, consent, safety considerations, prescriptive verses client driven care, contemporary attitudes and considerations</li> </ol>
<p><b>Learning outcomes</b></p>	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> <li>1. comprehended the principles that form the basis of effective applied social sciences practice when working with people with disabilities or in aged care;</li> <li>2. demonstrated an integrated framework of knowledge and discipline specific skills around a range of conceptual disability perspectives;</li> <li>3. reflected on skills and processes relevant for applied social sciences practice with disability and aged care systems from the perspective of a Christian worldview;</li> <li>4. applied and evaluated the use of specific skills, interventions, processes relevant to the disability and aged care industries;</li> <li>5. assimilated relevant skills and practices into their developing personal applied social sciences practice framework;</li> <li>6. considered these skills and practices from ethical and professional perspectives as they relate to best practice when working with people with disabilities or who are ageing; and</li> <li>7. 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>
<p><b>Assessment tasks</b></p>	<p><b>Task 1: Response and Reflection</b></p> <p>Students will make three contributions to a general Moodle™ discussion forum concerning learning gained from topics covered in the unit.</p> <p>Word Length/Duration: 1,500 (3x 500 words)</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-5</p> <p>Assessed: Weeks 5, 7, 12</p> <p><b>Task 2: Case Study</b></p> <p>Choose one of the case studies available on Moodle™ and provide a detailed outline of how you would work with this client, including risk assessment, interventions, monitoring, goals and follow up procedures, along with a detailed summary of the resources you use to guide your planning.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 9</p>

	<p><b>Task 3: Client Interview and Assessment</b></p> <p>Conduct an interview with an elderly citizen living in the community and discuss with them considerations and issues pertaining to their life circumstances and choices, such as medical considerations, finances, availability and accessibility of services, family considerations, their future, and any other topics specific to the person you choose.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 13</p>
<p><b>Unit summary</b></p>	<p>This unit is designed to equip the student with a range of basic skills and processes that will underpin the clinical knowledge and strategies required to work within the disability and aged care sectors.</p>

SAMPLE