



CHRISTIAN HERITAGE COLLEGE

**DC342**

**DISABILITY AND AGED CARE:  
CURRENT AND EMERGING ISSUES**

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>	DC342														
<b>Unit name</b>	Disability and Aged Care: Current and Emerging Issues														
<b>Associated higher education awards</b>	Bachelor of Applied Social Science														
<b>Duration</b>	One semester														
<b>Level</b>	Advanced														
<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>	<i>Prerequisite</i> DC241 Disability and Aged Care: Skills and Processes														
<b>Rationale</b>	<p>The disability and aged care sectors provide opportunities for professional practice for many contemporary applied social sciences practitioners. This unit offers students the opportunity to examine and critically reflect upon current and emerging societal issues surrounding disability and aged care, holistic service provision in these sectors and practical insights into the life context of people in the community who are aging or living with disabilities. It provides opportunities to reflect upon current service systems and to assess the strengths and weaknesses that may impact the lives of those receiving such services, along with the opportunity for the student to reflect on his or her own practice framework.</p> <p>Through the exploration of complex and sensitive issues, students are equipped with current theoretical perspectives and research-based evidence that they may apply to their knowledge and skills in preparation for future practice when working with people who are aging or living with disabilities.</p>														
<b>Prescribed text(s)</b>	Swinton, J. (2012). <i>Dementia. Living in the memories of God</i> . Grand Rapids, MI: Wm. B. Eerdmans.														

<p><b>Recommended readings</b></p>	<p><b>Books</b></p> <p>Deyer Bolduc, K. (2014). <i>The spiritual art of raising children with disabilities</i>. Valley Forge, PA: Judson Press.</p> <p>Fleischer, D., &amp; Zames, F. (2011). <i>The disability rights movement: From charity to confrontation</i> (Updated ed.). Philadelphia, PA: Temple University.</p> <p>Gillibrand, J. (2010). <i>Disabled Church – Disabled society</i>. London, UK: Jessica Kingsley.</p> <p>Houston, J.M., &amp; Parker, M. (2011). <i>A vision for the aging Church: Renewing ministry for and by seniors</i>. Downers Grove, IL: InterVarsity Press.</p> <p>Hryniuk, M. (2010). <i>Theology, disability, and spiritual transformation. Learning from the communities of L’Arche</i>. Amherst, NY: Cambria Press.</p> <p><b>Journals</b></p> <p><i>Ageing and Society</i></p> <p><i>Disability &amp; Society</i></p> <p><i>Ethics, Law and Aging Review</i></p> <p><i>Journal of Elder Abuse &amp; Neglect</i></p> <p><i>Journal of Religion, Disability &amp; Health</i></p> <p><i>Journal of Religion, Spirituality &amp; Aging</i></p> <p><i>Journal of Social Work in Disability &amp; Rehabilitation</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. Current issues faced by people who are aging or living with disabilities and their families, disability and aged care service providers, and the local and wider communities</li> <li>2. Societal attitudes, stigmatisations, and myths concerning people with disabilities including language of and about disability</li> <li>3. Societal attitudes, stigmatisations, and myths concerning aging, retirement, dementia, social services, and health issues</li> <li>4. Theological and spiritual considerations of and for people who are aging or living with disabilities</li> <li>5. Sexuality</li> <li>6. Relationship and family considerations</li> <li>7. Issues surrounding diversity such as Indigenous and Torres Strait Islander peoples and cultural perspectives</li> <li>8. Workplace and employment issues, retirement and life transition, accommodation and respite services, aged care facilities</li> <li>9. Abuse issues, exploitation, elder abuse and neglect</li> <li>10. Issues surrounding provision of services, government funding, advocacy including an evaluation of current services and the NDIS, current and/or new issues</li> <li>11. Legal matters including duty of care, advocacy, guardianship, power of attorney, financial matters, government policy, legislation, exploitation, trust, ethics and professional considerations</li> <li>12. Strategic planning for equality, inclusion, and provision of basic human rights</li> <li>13. Issues of trauma, grief, and loss</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. critically reflected on a range of current and emerging issues pertaining to disability and aging in contemporary society from a variety of perspectives including theological, philosophical, societal and ethical;</li> <li>2. considered sensitive and complex personal issues faced by people who are aging or living with disabilities;</li> <li>3. identified and critically reflected on their own beliefs, attributes and values concerning disability and aging, and the implications of these qualities for their applied social sciences practice;</li> <li>4. critically evaluated evidence-based interventions and support services for working with people who are aging or living with disabilities impacted by a range of current and emerging issues and challenges from ethical, professional and Christian worldview perspectives;</li> <li>5. integrated theoretical and applied perspectives concerning current and emerging issues in the fields of disability and aged care practice into their own developing framework of practice; 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>
<p><b>Assessment tasks</b></p>	<p><b>Task 1: Reflective Essay</b></p> <p>Reflect upon your own experience with people who are aging or living with disabilities, discussing your own understandings, attitudes and thoughts concerning disability and aging, and how these perspectives may have been underpinned and constructed.</p> <p>Word Length/Duration: 1,500 words  Weighting: 30%  Learning Outcomes: 1-3, 5, 6  Assessed: Week 5</p> <p><b>Task 2: Group Presentation</b></p> <p>In groups of two, prepare and deliver an interactive 30-minute presentation focussing on your understanding of a current or emerging issue in the field of disability or aged care.</p> <p>Word Length/Duration: Presentation - 30 minutes; Handout - 750 words  Weighting: 30%  Learning Outcomes: 1-4, 6  Assessed: Week 10</p> <p><b>Task 3: Research Essay</b></p> <p>Using a broad range of academic resources, discuss at length one of the emerging issues for persons who are either aging or living with disabilities that have been discussed in this unit.</p> <p>Word Length/Duration: 2,000 words  Weighting: 40%  Learning Outcomes: 1-6  Assessed: Week 13</p>
<p><b>Unit summary</b></p>	<p>This unit offers students the opportunity to examine and critically reflect upon the current and emerging issues surrounding disability and aged care, service provision in these sectors, and the lives of people in the community who are aging or living with disabilities, and to consider the implications to their professional framework as a result of these reflections.</p>