

Module Title:	Disability and Positive Ageing	
Language of Instruction:	English	
Credits:	5	
NFQ Level:	6	
Module Delivered In	<a href="#">3 programme(s)</a>	
Teaching & Learning Strategies:	1.Lectures to disseminate knowledge, practices and current thinking in the area of disability 2.Small and large group discussion and debate to support the development of analytical and trans-formative and multi perspective thinking 3. Guest speakers from the disability sector 4. e learning to facilitate students to engage with material at a range of times to suit their learning needs and schedules 5 self directed independent learning - to enable students build on their own autonomy, self assessment skills and competencies.	
Module Aim:	The module aim is to: 1. Explore with students the various theoretical principles that underpin working with people with disabilities from a rights based, citizenship and equality agenda. 2. Expand students' knowledge regarding impairments and disability issues. 3. Explore the role and function of inter-agency and multidisciplinary work. 4. Evaluate a range of frameworks when designing person centred programmes with clients.	
Learning Outcomes		
On successful completion of this module the learner should be able to:		
LO1	Evaluate the various theoretical principles that underpin working with people with disabilities and across the life span from a rights based, citizenship and equality agenda. D1,3,8, D5,2,3,6,7.	
LO2	Explore evidence based interventions and best practice principles for working with individuals with people with disability and the ageing population. D2,3,9,12,D3,2,6,10.	
LO3	Identify a range of issues that impact on the lived experiences by analysing the effectiveness of current national and international legislation, policy, standards and services for people with disabilities and across the lifespan. D3,1,2,6,12,D5,2,3,6,7.	
LO4	Comprehend the importance of independence, self-determination, advocacy and purposeful activity including anti discriminatory practices and ways of working in social care that promote inclusion for people with disability and ageing populations. D1 -5, 8,D 2 1, 2, ;D 5 - Pr 1, 2, 3, 6, 12, 13, 15, 19.	
Pre-requisite learning		
Module Recommendations		
This is prior learning (or a practical skill) that is recommended before enrolment in this module.		
9449	PRTC C1402	Professional Social Care Practice Contexts Models and Legal System
9516	DEVL C1402	Professional Social Care Theory and Practice
Incompatible Modules		
These are modules which have learning outcomes that are too similar to the learning outcomes of this module.		
No incompatible modules listed		
Co-requisite Modules		
No Co-requisite modules listed		
Requirements		
This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.		
No requirements listed		

## Module Content & Assessment

### Indicative Content

#### Theories of Disability and Ageing across the lifespan

Theory as a source of knowledge for evidence informed practice; Origin of Eugenics; Social model, Medical Model, Spoiled Identity Theory, Disengagement Theory, Life course theories. Affirmation Model; Critical Disability Studies, Theories of ageing D1 Pr 2,7,16, 22, 23; D2 - Pr 4, 12, 17; D4 - Pr 3, D 5 - Pr 1, 4, 5, 6, 7, 14.

#### Interventions, services and supports through the lifespan

Independent assessment of needs; Individual Person centred practice; Holistic assessments; Recording and evaluation. Understand concepts of 'Quality of Life' - A focus on quality services promoting quality of life and choice: an understanding of how HIQA and Mental Health Commission requirements promote the service user experience; Promotion of independent living: D 1 - Pr 3, 5, 6, 7, D2 - Pr 1, 2, 3, 17; D 3 - Pr 1, 6, 7, 13; D 5 - Pr 1, 5, 7, 8, 11, .

#### Disability and Ageing in context

Impact of Disability legislation framework; Also the impact of specific social policies to include UNCRPD ;Sharing the Vision National Advocacy Service for People with Disability; National Disability Inclusion Strategy 2017-2021; The Transforming Lives programme, including: New Directions. The National Ageing Strategy D 1 - Pr 1, 3, 9, 13, 16. D 2 - Pr 4, 12; D 3 - Pr 1, 6; D 5- Pr 1, 6, 7, 11, 12, 14, 15.

#### Practice Concepts applied to the areas of disability and ageing.

Rights based approach and social justice, Anti Discriminatory Practice, Advocacy, Ageism, Dual Diagnosis. Social Inclusion concepts; Empowerment; Self Determination.. D1 - Pr 5, 8, 23 ; D2 - Pr 1, 2, 3, 4, 17; D3- Pr 8, 9, 10, 11, 15: D 4- Pr 1, 2, 3, 4; D 5 - Pr 8, 11, 12, 13, 15, 19.

### Assessment Breakdown

	%
Continuous Assessment	100.00%

### Continuous Assessment

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Other	Case Study or Project: 100% CA may consist of a written or presented paper, a literature review, a case study and a reflective section on themes, issues covered throughout the module.D1 - Pr 5, 8, 10, 11,; D2 - Pr 4, 5, 14, 15, 16, D3- Pr 1, 6, 7, 8, 9, D 4- Pr 1, 2, 3, 4; D 5 - Pr 7, 8, 11, 12, 13,	1,2,3,4	100.00	Sem 2 End

No Project

No Practical

No End of Module Formal Examination

SETU Carlow Campus reserves the right to alter the nature and timings of assessment

**Module Workload**

<b>Workload: Full Time</b>		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	12 Weeks per Stage	3.00
Independent Learning	15 Weeks per Stage	5.93
Total Hours		125.00

**Module Delivered In**

Programme Code	Programme	Semester	Delivery
CW_HHPSC_B	<a href="#">Bachelor of Arts (Honours) in Professional Social Care Practice</a>	4	Mandatory
CW_HHSST_D	<a href="#">Bachelor of Arts in Applied Social Studies</a>	2	Mandatory
CW_HHPSC_D	<a href="#">Bachelor of Arts in Professional Social Care Practice</a>	4	Mandatory