

<b>Module Title:</b>	Disability Studies
<b>Language of Instruction:</b>	English
<b>Credits:</b>	5
<b>NFQ Level:</b>	6
<b>Module Delivered In</b>	No Programmes
<b>Teaching &amp; Learning Strategies:</b>	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.
<b>Module Aim:</b>	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.
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	On successful completion of this module the student should be able to: 1. Appraise the challenges and benefits of working with clients from various theoretical frameworks
LO2	2. Identify a range of issues that impact on the lived experiences of people with disabilities and evaluate ways of working with people to support them in living lives of their own choosing.
LO3	3. Differentiate between the needs of the person with a disability across the lifespan
LO4	4. Contrast the various types and methods of advocacy
LO5	5. Discern the range of discriminatory practices and outlooks that impact on clients' lives and devise ways of working in social care that promote inclusion.
<b>Pre-requisite learning</b>	
<b>Module Recommendations</b> <i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>	
No recommendations listed	
<b>Incompatible Modules</b> <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i>	
No incompatible modules listed	
<b>Co-requisite Modules</b>	
No Co-requisite modules listed	
<b>Requirements</b> <i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i>	
No requirements listed	

## Module Content & Assessment

Indicative Content
<b>Theories of Disability</b> Social Model Medical Model Trans relational Model Affirmation Theory Spoiled Identity Theory Critical Theory
<b>Practice Concepts</b> Rights based approach to working with clients Anti-discriminatory practice Partnership programming planning for a meaningful life of the client's choosing Working with dual Diagnosis Multidisciplinary and inter-agency working
<b>Interventions, services and supports through the lifespan</b> Independent assessment of needs Individual Person Centred Programmes Advocacy

Assessment Breakdown	%
Continuous Assessment	40.00%
End of Module Formal Examination	60.00%

Continuous Assessment				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Project	CA may consist of a written or presented paper, a literature review, a case study, an annotated bibliography etc.	1,2,3,4,5	40.00	n/a
Examination	Final exam	1,2,3,4,5	60.00	n/a

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	Every Week	1.50
Independent Learning	Every Week	3.50
Total Hours		5.00

<b>Workload: Part Time</b>		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	Every Week	0.75
Total Hours		0.75

