

Unit 18: Understand Physical Disability

Unit reference number: J/601/6150

Level: 3

Unit type: Optional

Credit value: 3

Guided learning hours: 22

Unit summary

There is a vast range of physical disabilities but contemporary society has a narrow view of it. Although this view has changed slightly with the introduction of new equality legislation, people with disabilities often find themselves at a severe disadvantage. Public transport, visiting public buildings and the lack of accessible toilet facilities can all make life difficult for people with physical disabilities. While some people fight to hide their disability, others are open about their needs. Types of disability include congenital (disabilities an individual is born with), acquired (as the result of an accident, for example), neurological (such as disabilities following a stroke), and progressive (increasing in severity as time passes).

This unit will give you an understanding of physical disability and how it affects a person's life. You will learn about the impact of living with a physical disability within society and the importance of promoting inclusion and independence.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand the importance of differentiating between the individual and the disability</p>	<p>1.1 Explain the importance of recognising the centrality of the individual rather than the disability</p> <p>1.2 Explain the importance of an assessment being person-centred</p> <p>1.3 Compare the difference in outcomes that may occur between focusing on an individual's strengths and aspirations rather than their needs only</p>
<p>2 Understand the concept of physical disability</p>	<p>2.1 Define the term 'physical disability'</p> <p>2.2 Describe the following terminology used in relation to physical disability:</p> <ul style="list-style-type: none"> • congenital • acquired • neurological <p>2.3 Compare a congenital disability with a neurological disability, including causes</p> <p>2.4 Explain the emotional impact of a progressive disability on the individual</p> <p>2.5 Compare the different impacts on individuals that congenital and progressive disabilities can have</p>

Learning outcomes	Assessment criteria
<p>3 Understand the impact of living with a physical disability within society</p>	<p>3.1 Describe environmental and social barriers that can have a disabling effect on an individual with a physical disability</p> <p>3.2 Analyse the socio-economic effects of physical disability on an individual</p> <p>3.3 Explain the changes that have occurred in society as a result of disability legislation</p> <p>3.4 Analyse the extent of improvements for the individual as a result of disability legislation</p> <p>3.5 Explain the effects of physical disability on an individual's life choices</p> <p>3.6 Explain how attitudes either promote a positive or negative perception of disability</p>
<p>4 Understand the importance of promoting inclusion and independence</p>	<p>4.1 Explain the importance of independence and inclusion for individuals with physical disabilities</p> <p>4.2 Analyse ways that inclusion and independence can be promoted</p> <p>4.3 Explain the importance of the individual having control of choices and decisions</p> <p>4.4 Analyse the importance of positive risk taking for the individual with physical disabilities</p> <p>4.5 Explain how to encourage the individual to take positive risks while maintaining safety</p> <p>4.6 Explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes</p>

Content

What needs to be learned

Learning outcome 1: Understand the importance of differentiating between the individual and the disability

The centrality of the individual

- Person-centred care.
- Active participation.
- Choices and risks.

Person-centred assessment

- Individual care.
- Needs-led assessment.

An individual's strengths, aspirations and needs

- The individual is the person requiring care or support; it will usually mean the person or people supported by the learner.
- Strengths:
 - abilities
 - skills
 - interests.
- Aspirations:
 - their goals
 - their objectives
 - their aims.
- Needs:
 - the support required
 - necessities of life, e.g. independence, access to healthcare, education, mobility, work, financial support.
- Differences in assessment:
 - based on needs only
 - based on strengths, aspirations and needs.

Learning outcome 2: Understand the concept of physical disability

Causes of physical disability

- Trauma.
- Congenital conditions.
- Progressive conditions.
- Neurological conditions.
- Sensory conditions.

What needs to be learned

Specific terminology used in relation to physical disability

- Congenital:
 - cerebral palsy
 - cystic fibrosis
 - spina bifida
 - congenital heart conditions
 - muscular dystrophy
 - congenital hip disorder.
- Acquired:
 - rheumatism
 - arthritis
 - cardiac conditions
 - pulmonary conditions resulting from work conditions or smoking, e.g. emphysema, pulmonary fibrosis, amputation of limbs.
- Neurological:
 - multiple sclerosis
 - Parkinson's disease
 - stroke.
- Progressive can also include neurological and some congenital conditions, e.g. motor neurone disease.

Differences between congenital and neurological disability

- Congenital conditions can be caused by:
 - diet
 - environment
 - genetics.
- Neurological conditions can be caused by:
 - accident
 - injury
 - genetics
 - disease.

The impact of congenital and progressive disabilities on individuals

- Congenital disabilities are usually accepted more readily as the individual has always had the disability.
- Progressive disabilities cause the limitations during life and can often be more traumatic.

Emotional impact of a progressive disability

- Reduced self-esteem.
- Negative self-image.
- Feelings of isolation.
- Depression.
- Anger.

What needs to be learned

Learning outcome 3: Understand the impact of living with a physical disability within society

Environmental and social barriers

- Environmental barriers:
 - lack of alternative access routes
 - lack of stair lifts/ramps in public buildings
 - potholes, lack of dropped kerb
 - inadequate doorways/automatic doors
 - inappropriate, or absence of, mobility services in shopping centres.
- Social barriers:
 - attitudes and discriminatory behaviour
 - inaccessible public transport
 - inaccessible public buildings.

Socio-economic effects

- Ability to work.
- Access to benefits.
- Limited educational opportunities.
- Discrimination.

Disability legislation

- Equality Act 2010.
- Adherence to disability legislation.
- Improvements as a result of disability legislation:
 - societal attitudes
 - opportunities for individuals
 - life chances.

Life choices

- Physical health.
- Education.
- Housing.
- Employment.
- Access to cultural/leisure activities.
- Mobility.
- Sexuality.

What needs to be learned

Learning outcome 4: Understand the importance of promoting inclusion and independence

Independence and inclusion

- Independence:
 - aids to independent living
 - personal assistants.
- The importance of inclusion.
- Groups for mixed abilities.

Promotion of inclusion and independence

- Ways to promote inclusion, choice and control.
- Ways to promote independence:
 - accessibility to facilities
 - accessibility of transport.

Control of choices and decisions

- Informed choice.
- Informed decision making.
- Role of the duty of care.

Positive risk taking

- The rights of the individual.
- The role of the care team, family and friends.
- Benefits of positive risk taking.

Encouraging positive risks while maintaining safety

- Potential benefits.
- Risks involved.
- Action plans.

Challenging stereotypes, prejudicial or discriminatory attitudes

- Positive role models.
- Speaking out.
- Education.

Information for tutors

Suggested resources

Books

Alberto P A, Best S J, Forney P E, Heller K W and Schwartzman M N – *Understanding Physical, Health, and Multiple Disabilities* (Prentice Hall, 2008) ISBN 9780132402736

Bowman C A and Jaeger P T – *Understanding Disability: Inclusion, Access, Diversity, and Civil Rights* (Greenwood Publishing Group, 2008) ISBN 978-0313361784

Websites

www.disabilityjobsite.co.uk	Employment group for people with disabilities
www.disabilityrightsuk.org	Group for disability rights
www.in-control.org.uk	National charity working for an inclusive society
www.jrf.org.uk	Joseph Rowntree Foundation An independent organisation working to inspire social change through research, policy and practice
www.leonardcheshire.org	Leonard Cheshire Association A charity supporting disabled people in the UK and around the world to fulfil their potential and live the lives they choose
www.phab.org.uk	Group for people with mixed abilities which creates opportunities for disabled people to enjoy the same activities and challenges as, and alongside, those without a disability
www.scope.org.uk	Disability charity providing support, information and advice to disabled people and their families

Other

Aiden H and McCarthy A – *Current Attitudes towards Disabled People* (Scope, 2014)

Isle of Wight Council Community Services and Isle of Wight NHS Primary Care Trust – *Managing Risk Positively* (2009)

The Office of Disability Issues – *Public Perceptions of Disabled People* (2011) ISBN 9781849475013

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment of all learning outcomes (knowledge) may take place in or outside of a real work environment.