

Unit 26: Understand Physical Disability in the Context of Adult Care

Level:	4
Unit type:	Optional
Credit value:	5
Guided learning hours:	28

Unit introduction

Physical disabilities vary from severe to mild forms. The types of physical disability covered in this unit include congenital (disabilities that an individual is born with), acquired (for example, as a result of an accident), neurological (such as disabilities following a stroke), and progressive (increasing in severity as time passes).

This unit is designed to develop your understanding of physical disability and the possible impacts of a physical disability on a person's life. This unit promotes a person-centred approach as an underpinning value in working with users of services with physical disabilities in adult care. The unit also explores ways to promote independence, inclusion and choice for users of services with physical disabilities in adult care.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand physical disabilities and their possible impacts on individuals	1.1 Explain the following terminology used in relation to physical disability, giving examples of conditions in each category: • congenital • acquired • neurological • progressive 1.2 Discuss the possible emotional impact of a progressive disability on the individual 1.3 Compare the different emotional impacts on individuals that congenital and progressive disabilities can have
2 Understand possible effects of living with a physical disability within society	2.1 Describe environmental and social barriers that may affect an individual with a physical disability 2.2 Analyse possible socio-economic effects of physical disability on an individual 2.3 Discuss possible effects of physical disability on an individual's life choices 2.4 Analyse positive and negative perceptions of physical disability in society and their potential effects on individuals 2.5 Analyse the effects on individuals and society of disability legislation
3 Understand the importance of differentiating between a user of services and their disability in adult care	3.1 Discuss benefits to users of services of recognising the centrality of the individual rather than the disability 3.2 Explain the importance of person-centred assessment in adult care 3.3 Analyse the difference in outcomes that may occur as a result of focusing on the strengths and

Learning outcomes	Assessment criteria
	aspirations of a user of services rather than their needs only
4 Understand how to promote inclusion and independence when working with users of services with physical disabilities in adult care	4.1 Explain the importance of inclusion and independence for users of services with physical disabilities 4.2 Explain how to promote inclusion and independence in an adult care setting in accordance with organisational requirements 4.3 Discuss the implications for users of services of having control of choices and decisions in an adult care setting 4.4 Analyse the importance of positive risk-taking for users of services with physical disabilities 4.5 Explain how to encourage positive risk-taking by users of services in an adult care setting while maintaining safety, in accordance with organisational requirements

Unit content

What needs to be learned

Learning outcome 1: Understand physical disabilities and their possible impacts on individuals

Types of physical disability

- **Acquired** disabilities (an accident or disease after birth) could include:
 - rheumatism
 - arthritis
 - cardiac conditions
 - pulmonary conditions from work conditions or smoking, e.g. emphysema, pulmonary fibrosis
 - amputation of limbs.
- **Congenital** disabilities could include:
 - cerebral palsy
 - cystic fibrosis
 - spina bifida
 - congenital heart conditions
 - muscular dystrophy
 - congenital hip disorder.
- **Neurological** disabilities could include:
 - motor neurone disease
 - multiple sclerosis
 - Parkinson's Disease
 - stroke.
- **Progressive** disabilities could include:
 - motor neurone disease
 - multiple sclerosis
 - Parkinson's Disease
 - cystic fibrosis.

(Some progressive disabilities are neurological and some are congenital.)

Emotional impact of a progressive disability

- Possible impact, e.g. reduced self-esteem, negative self-image, feelings of isolation, depression, anger.

Different emotional impacts of congenital and progressive disabilities

- Possible impacts, e.g. congenital disabilities are usually accepted more readily as the individual has always had the disability, while progressive disabilities cause increasing limitations during life and are often more traumatic.

What needs to be learned

Learning outcome 2: Understand possible effects of living with a physical disability within society

Environmental and social barriers

- Environmental, e.g. lack of ramps/lifts, uneven ground, narrow doorways.
- Social, e.g. attitudes of others, lack of public transport, inaccessible public buildings.

Socio-economic effects

- Possible effects, e.g. ability to work, access to benefits, limited educational opportunities, discrimination.

Effects on life choices

- Life choices include:
 - physical health
 - education
 - housing
 - employment
 - access to cultural/leisure activities
 - mobility
 - sexuality.

Positive and negative perceptions and their effects

- Positive, e.g. inclusion in the media, educational awareness, increased job opportunities.
- Negative, e.g. prejudice, discrimination, exclusion.

Effects of disability legislation

- Equality Act 2010; adherence to disability legislation.
- Societal attitudes.
- Effects on individuals, e.g. increased opportunities, improved life chances.

Learning outcome 3: Understand the importance of differentiating between a user of services and their disability in adult care

Recognising the centrality of the individual

- Recognising the centrality of an individual with disabilities will boost:
 - confidence
 - self-esteem.
- Considering the user of services as a whole will reinforce:
 - dignity
 - respect.

What needs to be learned

Person-centred assessment

- Care tailored to the user of services.
- Needs-led assessment.
- Involving user of services and care team.

Focusing on the strengths and aspirations of a user of services rather than needs only

- Strengths, e.g. abilities, skills, interests.
- Aspirations, e.g. goals, objectives, aims of the user of services.
- Needs, e.g. support required, necessities of life.

Learning outcome 4: Understand how to promote inclusion and independence when working with users of services with physical disabilities in adult care

Importance of inclusion and independence

- Inclusion, e.g. groups for mixed abilities (e.g. PHAB); benefits for users of services.
- Independence, including aids to independent living, personal assistants; benefits for users of services.

Promotion of inclusion and independence

- Ways to promote inclusion, choice and control.
- Ways to promote independence, e.g. access to facilities, transport.

Implications for users of services of having control of choices and decisions

- Informed choice.
- Informed decision making.
- Duty of care.

Importance of positive risk-taking

- Right of the user of services to make their own decisions.
- The role of the care team, family and friends in supporting users of services to take risks safely.
- Positive risk-taking and its contribution to achieving fulfilling and meaningful life experiences.

Encouraging positive risk-taking while maintaining safety

- Weighing up the potential benefits and harms of exercising one choice of action over another.
- Identifying the potential risks involved.

What needs to be learned

- Developing plans and actions that reflect the positive potential and stated priorities of the user of services.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

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

Assessment decisions for learning outcome 4 must be made during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation may not be used as an assessment method for learning outcome 4.

Simulation may be used as an assessment method for learning outcomes 1, 2 and 3.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Suggested resources

This section lists resource materials that can be used to support the delivery of the qualification.

Websites

www.disabilityjobsite.co.uk	Helps people with a disability into employment through an online interface designed to deliver 'barrier-free' eRecruitment.
www.disabilityrightsuk.org	Disabled people leading change, working for equal participation for all.
www.in-control.org.uk	A network and 'community for change' that aims to help people take control of their lives, influence and improve the delivery of self-directed support, and measure the impact of self-directed support and personal budgets on people's lives.
www.jrf.org.uk	Joseph Rowntree Foundation – works to inspire social change through research, policy and practice, also provides social care.
www.leonardcheshire.org	Provides social care, helps disabled people find and remain in employment, builds confidence through information, advice and guidance, and breaks down barriers through access to computers and adapted IT equipment.
phab.org.uk	PHAB – supports social activities and sports for those of all abilities.
www.scope.org.uk	Provides support, information and advice to disabled people and their families.

Other

Aiden H, McCarthy A – *Current Attitudes towards Disabled People* (Scope, 2014)
PDF available online at:

www.scope.org.uk/Scope/media/Images/Publication%20Directory/Current-attitudes-towards-disabled-people.pdf

Dowling S, Manthorpe J, Cowley S et al – *Person-Centred Planning in Social Care* (Joseph Rowntree Foundation, 2006) ISBN 9781859354797 PDF available online at: www.jrf.org.uk/sites/default/files/jrf/migrated/files/9781859354803.pdf

Staniland L – *Public Perceptions of Disabled People: Evidence from the British Social Attitudes Survey 2009* (The Office of Disability Issues, 2011) ISBN 9781849475013 PDF available online at:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/325989/ppdp.pdf

Isle of Wight Council Community Services and Isle of Wight NHS Primary Care Trust – *Managing Risk Positively: A Guide for Staff in Health and Social Care* (2009) PDF available online at:

www.iwight.com/azservices/documents/riskmanagementguidance.pdf