Unit 4222-385 Understand physical disability (PD OP 3.1)

Level: **3**
Credit value: **3**
UAN: **J/601/6150**

Unit aim

This unit covers an understanding of physical disability, the impact of a physical disability on a person's life and the role played by society. The unit promotes a person-centred approach as an underpinning value in working with individuals with physical disabilities.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the importance of differentiating between the individual and the disability
2. Understand the concept of physical disability
3. Understand the impact of living with a physical disability within society
4. Understand the importance of promoting inclusion and independence

Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

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Assessment Criteria

Outcome 1 Understand the importance of differentiating between the individual and the disability

The learner can:

1. explain the importance of recognising the centrality of the **individual** rather than the disability
2. explain the importance of an assessment being person centred
3. compare the difference in outcomes that may occur between focusing on an individual's strengths and aspirations rather than their needs only.

Outcome 2 Understand the concept of physical disability

The learner can:

1. define the term physical disability
2. describe the following terminology used in relation to physical disability:
   - congenital
   - acquired
   - neurological
3. compare a congenital disability with a neurological disability, including causes
4. explain the emotional impact of a **progressive** disability on the individual
5. compare the different impacts on individuals that congenital and progressive disabilities can have.

Outcome 3 Understand the impact of living with a physical disability within society

The learner can:

1. describe environmental and social barriers that can have a disabling effect on an individual with a physical disability
2. analyse the socio-economic effects of physical disability on an individual
3. explain the changes that have occurred in society as a result of Disability legislation
4. analyse the extent of improvements for the individual as a result of Disability legislation
5. explain the effects of physical disability on an individual's **life choices**
6. explain how attitudes either promote a positive or negative perception of disability.

Outcome 4 Understand the importance of promoting inclusion and independence

The learner can:

1. explain the importance of independence and inclusion for individuals with physical disabilities
2. analyse ways that inclusion and independence can be promoted
3. explain the importance of the individual having control of choices and decisions
4. analyse the importance of positive risk-taking for the individual with physical disabilities
5. explain how to encourage the individual to take positive risks while maintaining safety
6. explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes.

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Additional guidance

- The **individual** is the person requiring care or support
- **Congenital** can include
  - Cerebral palsy
  - Cystic fibrosis
  - Spina bifida
  - Congenital heart conditions
  - Muscular dystrophy
  - Congenital hip disorder
- **Acquired** disabilities can include
  - Arthritis
  - Rheumatism
  - Cardiac conditions
  - Pulmonary conditions from work conditions or smoking e.g. emphysema, pulmonary fibrosis
- **Neurological** conditions can include
  - Multiple sclerosis
  - Parkinson's Disease
  - Stroke
- **Progressive** can also include neurological and some congenital conditions
  - Motor Neurone Disease
- Life Choices
  - Physical health
  - Education
  - Housing
  - Employment
  - Access to cultural/leisure activities
  - Mobility
  - Sexuality