



# SPED936

## Sensory Disability: Child Development and Family Perceptions

S2 Online 2018

*Department of Educational Studies*

### Contents

---

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	4
<u>Policies and Procedures</u>	4
<u>Graduate Capabilities</u>	6

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Convenor

Robyn Moore

[robyn.moore@mq.edu.au](mailto:robyn.moore@mq.edu.au)

Contact via By email

Ross Field Building, Renwick Centre, RIDBC North Rocks NSW 2151

By appointment

Sue Silveira

[sue.silveira@ridbc.org.au](mailto:sue.silveira@ridbc.org.au)

Contact via (02) 9872 0248

Ross Field Building, Renwick Centre RIDBC, North Rocks NSW

8.30am – 5pm Monday to Friday

Credit points

4

Prerequisites

Admission to MDisabilityStud

Corequisites

Co-badged status

Unit description

This unit examines the influence sensory disability (hearing and/or vision impairment) can have on child development and family perceptions of child progress and competency. The rationale for early intervention through family-centred practice is discussed and characteristics of effective parent-professional partnership and collaboration explored. Students will consider family systems, cultural diversity, and the role of parent education and guidance as a basis for promoting optimal outcomes for children with a sensory disability.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

On successful completion of this unit students will be able to: Demonstrate a working

knowledge of the influence sensory disability can have on the social, emotional and cognitive continua of child development.

Identify and apply a range of strategies to support and guide parents / families in promoting the optimal development of their child with sensory disability (hearing and/or vision loss).

Reflect on, and develop as necessary, the personal skills required to work collaboratively with parents and interdisciplinary teams supporting a child with sensory disability.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Series of Topic Quizzes</u></a>	20%	No	Weekly / Topics 1-12
<a href="#"><u>Parent Interview / PBL study</u></a>	40%	No	5 October, 2018 (week 8)
<a href="#"><u>Higher Order Thinking (HOT)</u></a>	40%	No	2 November, 2018 (week 12)

### Series of Topic Quizzes

Due: **Weekly / Topics 1-12**

Weighting: **20%**

Students will demonstrate their understanding of the impact sensory disability can have on early learning and development across the physical, psycho-social, and educational domains of childhood; the changing strengths, challenges and support mechanisms of families who have a child-member with sensory disability.

On successful completion you will be able to:

- On successful completion of this unit students will be able to: Demonstrate a working knowledge of the influence sensory disability can have on the social, emotional and cognitive continua of child development.
- Identify and apply a range of strategies to support and guide parents / families in promoting the optimal development of their child with sensory disability (hearing and/or vision loss).

### Parent Interview / PBL study

Due: **5 October, 2018 (week 8)**

Weighting: **40%**

Students will carry out, report and reflect on, a unique interview with the parent/familiar caregiver of a young child (0-7yrs) with a sensory disability (i.e., hearing loss and/or vision loss). The interview conversation will be guided by eight (8) probe-questions formulated by the student in

response to multiple set readings from the research/scholarly literature exploring the (a) developmental impacts of sensory disability, (b) parent-professional partnerships in childhood sensory disability, and (c) family resilience and childhood disability.

On successful completion you will be able to:

- On successful completion of this unit students will be able to: Demonstrate a working knowledge of the influence sensory disability can have on the social, emotional and cognitive continua of child development.
- Identify and apply a range of strategies to support and guide parents / families in promoting the optimal development of their child with sensory disability (hearing and/or vision loss).
- Reflect on, and develop as necessary, the personal skills required to work collaboratively with parents and interdisciplinary teams supporting a child with sensory disability.

## Higher Order Thinking (HOT)

Due: **2 November, 2018 (week 12)**

Weighting: **40%**

Students will demonstrate their critical analysis of four (4) set research studies, and identify findings that have implications for children with sensory disability, their parents/families and caregivers.

On successful completion you will be able to:

- On successful completion of this unit students will be able to: Demonstrate a working knowledge of the influence sensory disability can have on the social, emotional and cognitive continua of child development.
- Identify and apply a range of strategies to support and guide parents / families in promoting the optimal development of their child with sensory disability (hearing and/or vision loss).
- Reflect on, and develop as necessary, the personal skills required to work collaboratively with parents and interdisciplinary teams supporting a child with sensory disability.

## Delivery and Resources

All elements of this unit are presented online. Lectures and tutorial activities are delivered in captioned audio-Powerpoint and video streaming formats.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-centr](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-centr)

al). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

#### Learning outcomes

- On successful completion of this unit students will be able to: Demonstrate a working knowledge of the influence sensory disability can have on the social, emotional and cognitive continua of child development.
- Identify and apply a range of strategies to support and guide parents / families in promoting the optimal development of their child with sensory disability (hearing and/or vision loss).
- Reflect on, and develop as necessary, the personal skills required to work collaboratively with parents and interdisciplinary teams supporting a child with sensory disability.

#### Assessment tasks

- Series of Topic Quizzes
- Parent Interview / PBL study
- Higher Order Thinking (HOT)

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of

knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### **Learning outcomes**

- On successful completion of this unit students will be able to: Demonstrate a working knowledge of the influence sensory disability can have on the social, emotional and cognitive continua of child development.
- Identify and apply a range of strategies to support and guide parents / families in promoting the optimal development of their child with sensory disability (hearing and/or vision loss).

### **Assessment tasks**

- Series of Topic Quizzes
- Parent Interview / PBL study
- Higher Order Thinking (HOT)

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### **Learning outcomes**

- On successful completion of this unit students will be able to: Demonstrate a working knowledge of the influence sensory disability can have on the social, emotional and cognitive continua of child development.
- Identify and apply a range of strategies to support and guide parents / families in promoting the optimal development of their child with sensory disability (hearing and/or vision loss).
- Reflect on, and develop as necessary, the personal skills required to work collaboratively with parents and interdisciplinary teams supporting a child with sensory disability.

### **Assessment tasks**

- Series of Topic Quizzes
- Parent Interview / PBL study
- Higher Order Thinking (HOT)

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### Learning outcomes

- On successful completion of this unit students will be able to: Demonstrate a working knowledge of the influence sensory disability can have on the social, emotional and cognitive continua of child development.
- Reflect on, and develop as necessary, the personal skills required to work collaboratively with parents and interdisciplinary teams supporting a child with sensory disability.

### Assessment tasks

- Series of Topic Quizzes
- Parent Interview / PBL study
- Higher Order Thinking (HOT)

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- On successful completion of this unit students will be able to: Demonstrate a working knowledge of the influence sensory disability can have on the social, emotional and cognitive continua of child development.
- Identify and apply a range of strategies to support and guide parents / families in promoting the optimal development of their child with sensory disability (hearing and/or vision loss).
- Reflect on, and develop as necessary, the personal skills required to work collaboratively with parents and interdisciplinary teams supporting a child with sensory disability.

### Assessment tasks

- Series of Topic Quizzes



- Parent Interview / PBL study
- Higher Order Thinking (HOT)

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### **Learning outcomes**

- On successful completion of this unit students will be able to: Demonstrate a working knowledge of the influence sensory disability can have on the social, emotional and cognitive continua of child development.
- Identify and apply a range of strategies to support and guide parents / families in promoting the optimal development of their child with sensory disability (hearing and/or vision loss).
- Reflect on, and develop as necessary, the personal skills required to work collaboratively with parents and interdisciplinary teams supporting a child with sensory disability.

### **Assessment tasks**

- Parent Interview / PBL study
- Higher Order Thinking (HOT)