

## Course description

**Name of the course:** Independent living and community based services

**Instructor:** Anikó Sándor Dr.

### Aims:

The aim of the course is to acquaint students with the history, concepts and latest research findings of Independent Living and the services that may support it. Through cooperative techniques and teamwork, the goal is to develop participants' reasoning techniques and willingness to debate, as well as their openness to critical thinking.

### Learning outcomes and competences:

Participants of the course...

Knowledge:

- Students know the historical elements, basic social processes, key theories, contexts and problem-solving methods of Disability Studies and know the topics that are relevant for both Disability Studies and special needs education.
- Students know the basic human rights and the international legal protection system of disability rights and are familiar with community-based services. They know the practice of advocacy groups in Hungary and abroad.
- Students know the basic values of partnership and cooperation with persons with disabilities. They understand the relevance of reflective thinking.

Skills:

- Students are able to critically interpret, analyze and evaluate their activities and views in a reflective way.
- Students strive for inclusive methods and processes in their work.
- Students understand the basic domestic and international literature on Disability Studies, reflect on them professionally, and are able to use them individually and in team work.
- Students are able to cooperate and communicate during teamwork.
- Students are able to recognize the interests of people with disabilities.

Attitude:

- Students strive to develop self-knowledge, self-acceptance and self-reflectivity.
- In teamwork, students effectively represent their own professional principles and experiences, but they also leave other team members to prevail in order to cooperate effectively.
- Students are open to digital technologies, infocommunication tools and related methodological procedures.
- Students are committed to positive approaches for the development of people with disabilities.
- Students understand the approaches of Disability Studies and have a professional need to engage in discourses related to them.
- Students accept the principles of the UN Convention on the Rights of Persons with Disabilities and seek to implement them in their work.
- Students respect and are committed to the rights and interests of people with disabilities and their relatives, based on the human rights model.
- In accordance with the "Nothing about us without us" principle, they support and promote the active participation of people with disabilities and the realization of their self-determination in the processes that affect them.

Autonomy and responsibility:

- Student participate as team members in organising community-based services

- Students are responsible in empowering disabled persons and their environments in order to use community-based services

**The content of the course:**

Topics:

- History of the Independent Living movement and the field of Disability Studies
- Theoretical framework of community-based services and the self-determination of people with disabilities
- Personal care vs. Personal Assistance Services
- Supported Living

Teaching and learning methods:

Teachers and students are equal members of the group and create a welcoming learning environment.

**System of evaluation:**

The course concludes with a written and oral colloquium.

**Relevant literature:**

1. DeJong, G. (1979). Independent Living: From Social Movement to Analytic Paradigm. *Archives of Physical Medicine and Rehabilitation*, 60(10), 435–446.
2. Christensen, K., Guldvik, I., & Larsson, M. (2013). Active social citizenship: the case of disabled peoples' rights to personal assistance. *Scandinavian Journal of Disability Research*, 16(1), 19–33.
3. European Network on Independent Living 2015. Personal Assistance Services in Europe.
4. Guldvik, I., Christensen, K., & Larsson, M. (2014). Towards solidarity: working relations in personal assistance. *Scandinavian Journal of Disability Research*, 16(1), 48–61.
5. Shakespeare, T., Porter, T., & Stöckl, A. (2017). *Personal Assistance Relationships Power, ethics and emotions*. University of East Anglia.

Further required reading is part of every course syllabus.