FOBE201
Working with and employing people with disabilities

Semester 1, 2012

Department of Marketing and Management
Year and Session: Session 1, 2012

Unit convenor: Mrs Sharon Kerr

Prerequisites: 18cp and permission of Unit Convenor achieved by obtaining and submitting Request to Enrol form available through BESS or at http://www.businessandeconomics.mq.edu.au/new_and_current_students/undergraduate/how_do_i/Applicationto_Enrol_into_FOBE_201.pdf

Credit Points: 3cp and counts as a PARTICIPATION unit

Co-requisites: None

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult the Unit Convenor.

ABOUT THIS UNIT

This unit provides students with an opportunity to gain both a practical and theoretical understanding of the issues and obstacles faced by people with disabilities in the workplace, and an appreciation of the unique contributions that people with disabilities are able to make to the workplace. Through working with colleagues with a range of disabilities, students will develop a practical understanding from a human resources perspective of the value of the participation of people with disabilities in the workforce. Students will develop an understanding of models of disability, and the social, philosophical and economic impact of excluding people with disabilities.

UNIT STAFF

Unit Convenor and Lecturer in charge:
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Ms Elayne Mogor
FOBE201 Administrator
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CONSULTATION TIMES

Mrs Sharon Kerr: By appointment.

CLASSES

Seminars: Thursday 9:00-11:00, C5A 232 (See ‘Seminar Schedule and Required Readings below for dates.)

The unit is comprised of:
- A period of at least 2 weeks (minimum 60 hours) placement with a partner organisation,
- 20 hours of seminars spread across the semester,
- Online discussions,
- 3 written assignments, 1 presentation and a journal. (See details under ‘Assessment’ below.)

PRIZES

None.

REQUIRED READINGS AND/OR MATERIALS

Textbook: There is no required textbook for this unit.

Required readings: Required readings are available on e-Reserve at https://www.library.mq.edu.au/borrowing/ereserve.php. (See ‘Seminar schedule and Required Readings’ below for a full breakdown of topics and associated readings.)

Further reading: Suggestions for further reading are available through the FOBE201 online unit.

Websites:
www.usemyability.org
www.adcet.edu.au/cats/
www.mqas.org

Research resources: Students can access key research databases through the Library website. The following is a list of recommended databases:
- EBSCOHost – Academic Search Elite, Business Search Premier
- Wiley Interscience
- Global Market Information Databases
- Ulrich International Periodicals (for peer-reviewed journal checking)
- JStor (for humanities and social sciences journals)

TECHNOLOGY USED AND REQUIRED

Technology used:
- Learning Management System
- Microsoft Office (or Open Office)
- Internet
- iLecture

Technology required:
- Access to a computer
- Access to Microsoft Office (or Open Office)
- Access to the internet

UNIT WEBSITE

FOBE201 online unit in the Learning Management system.

https://ilearn.mq.edu.au

LEARNING OUTCOMES

1. Knowledge:
Students will be able to:
1.1. demonstrate a sound knowledge of the scope of disabilities
1.2. identify the prevalence of disability through analysing international data
1.3. recognise the issues and obstacles facing people with disabilities in the workplace
1.4. integrate and synthesise learning and knowledge from a range of sources and environments to appreciate the differences between the medical and social models of disability
1.5. identify the limitations and gifts associated with a wide range of disabilities
1.6. use and train others in the use of assistive and adaptive technologies that can be used in the workplace to facilitate participation
1.7. estimate the economic cost to society of not having people with disabilities gainfully employed
1.8. explain the positive impact of employing people with disabilities on both the productivity and working environment of a workplace
1.9. locate where to go for Government assistance and support for workplace modifications if required.

2. Skills:
Students will be able to:
2.1. analyse a work placement for a person with a disability and identify necessary or helpful modifications
2.2. plan strategies for enhancing participation for a person with a disability
2.3. identify personal prejudices and modify behaviour accordingly
2.4. communicate effectively with people with a wide range of disabilities

3. Attitudes:
Students will be able to:
3.1. demonstrate an enthusiasm for facilitating equality of participation for people with disabilities in the workplace
3.2. exhibit a positive attitude towards people with disabilities
3.3. express an appreciation for the challenges that people with disabilities face and the hardship brought about by being denied access to education and employment
3.4. develop an appreciation for the need for life-long commitment to facilitating equal employment opportunities in the workplace.

GRADUATE CAPABILITIES

In addition to discipline-based learning outcomes, all academic courses at Macquarie University aim to develop capabilities that the University's graduates will need to develop to address the challenges they will face in the workplace and to be effective, engaged participants in their world. This unit contributes to the development of the following graduate capabilities:

A. Cognitive capabilities

1. Critical analytical and integrative thinking:
Through FOBE201 students will be constantly met by new situations which will challenge their ability to connect and integrate theory (as learned at university) to practice in the real world (at the community engagement site). Student outcomes listed for FOBE201 relating to critical analytical and integrative thinking are as follows.

Students will be able to:
a) demonstrate a sound knowledge of the scope of disabilities
b) integrate and synthesise learning and knowledge from a range of sources and environments to appreciate the differences between the medical and social models of disability.

2. Problem solving and research capability:
FOBE201 students will be challenged by social injustice and hardship while on their placements and motivated to use and develop their problem solving and research capabilities in order to source solutions and develop a greater depth of understanding of issues surrounding disability. Learning outcomes listed for FOBE201 relating to problem solving and research capability are as follows.

Students will be able to:
a) identify the prevalence of disability through analysing international data
b) recognise the issues and obstacles facing people with disabilities in the workplace
c) estimate the economic cost to society of not having people with disabilities gainfully employed
d) explain the positive impact of employing people with disabilities on both the productivity and working environment of a workplace
e) locate where to go for Government assistance and support for workplace modifications if required.

3. Creative and innovative:
FOBE201 students will be placed in a situation where they are required to help find access solutions for people with disabilities. Responding to the challenges that students will face will require students to engage in creative and innovative thinking, both in terms of appreciating the position of the person for whom they are finding access solutions, and in terms of making innovative use of resources and technologies to facilitate access. Many of these solutions will be connected to the following learning outcomes:

**Students will be able to:**
a) identify the limitations and gifts associated with a wide range of disabilities
b) use and train others in the use of assistive and adaptive technologies that can be used in the workplace to facilitate participation.

B. Interpersonal and social.

FOBE201 students will have extensive exposure to and involvement with a wide range of people with varying abilities and disabilities that they otherwise may not have encountered. Through developing interpersonal and social skills to be inclusive, welcoming and helpful to people with disabilities, FOBE201 students will extend their skill base more broadly. Student outcomes listed for FOBE201 relating to interpersonal and social skills are as follows.

4. Effective communication

**Students will be able to:**
a) communicate effectively with people with a wide range of disabilities
b) exhibit a positive attitude towards people with disabilities

5. Engagement as ethical local and global citizens

**Students will be able to:**
a) identify personal prejudices and modify behaviour accordingly
b) demonstrate an enthusiasm for facilitating equality of participation for people with disabilities in the workplace.

C. Personal Capabilities

6. Capable of professional and personal judgement and initiative

FOBE201 students will be placed in a position where they are personally challenged and will need to reflect upon their own value system and actions with the view of becoming more effective practitioners.

**Students will be able to:**
a) analyse a work placement for a person with a disability and identify necessary or helpful modifications
b) plan strategies for enhancing participation for a person with a disability
c) express an appreciation for the challenges that people with disabilities face and the hardship brought about by being denied access to education and employment
d) develop an appreciation for the need for life-long commitment to facilitating equal employment opportunities in the workplace.

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**TEACHING AND LEARNING STRATEGY**

Student will be required to complete 2 weeks (60 hours) of placement in a partner workplace focused on providing employment access for people with disabilities.

Students will be required to attend weekly seminars, and to submit assessment tasks.

At the seminars, students will be introduced to theories of disability, as well as to the social, philosophical, economic, legal and human resources aspects of the employment of people with disabilities. In addition to providing a theoretical basis from which students can work during their
placements, the seminars will focus on orientation, scaffolding (particularly for reflective practice and reflective journal writing) and debriefing after the conclusion of the placements.

**RESEARCH AND PRACTICE**

This course aims to develop students' research capabilities through the Placement Report. In the Placement Report, students will be expected to demonstrate both a familiarity with the theories that they have studied, as well as to conduct independent research into the contributions that their own discipline has made (or could make) to the field. The Placement Report also requires students to synthesise what they have learned theoretically with their experiences in the placement.

**RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES**

Students' knowledge of and engagement with issues surrounding the employment of people with disabilities will be tested by a range of assessment tasks. These tasks are set up in such a way that they provide continuous assessment and scaffolding throughout the course and allow students to build up their skills and knowledge in a cumulative manner.

Attendance at seminars is compulsory (unless a student has a compelling reason for being unable to attend).

A placement of 2 weeks (60 hours) is compulsory.

Late assignments will be penalised at a rate of 1% per day, including weekends. Applications for extensions in appropriate circumstances should be made before the due date to the course convenor.

There is **no** final examination for this unit.
### Assessment Summary

A summary of the assessment for this Unit is provided in the table below.

<table>
<thead>
<tr>
<th></th>
<th>Essay 1 (25%)</th>
<th>Essay 2 OR Reflective Journal (30%)</th>
<th>Supervisor’s Report (20%)</th>
<th>Presentation (25%)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>A 1200 word essay focused on both theoretical and practical issues in the field. Students will be expected to demonstrate a familiarity with relevant theories that they have studied, as well as to reference at least 2 academic articles.</td>
<td><strong>Essay 2</strong>: A 1800 word essay that focuses on connecting the practical experiences of the placement with the theoretical aspects of the course and synthesising the student's development throughout the unit. <strong>OR</strong> <strong>Reflective Journal</strong>: Students will be able to keep a reflective journal throughout the course and the placement experience. In order to support this, students will be provided with reflection scaffolding exercises throughout the course via the course website. The format of the journal will be flexible, and may include a written journal, a video diary, or a blog.</td>
<td>This is a report to be compiled by the supervisor, providing information on the student's performance in their participation activity. It is based on the graduate capabilities as detailed in 'Graduate capabilities' above.</td>
<td>A presentation focused on a particular aspect of the student's placement experience and making connections between that experience and theory, as well as future action, using the 'What?, So what?, Now what?' method of reflection. The exact format of the presentation will be flexible and may include in-person presentation, pre-recorded video presentation, or poster presentation. Presentation is for 10 minutes, followed by 5 minutes of class questions or interactions.</td>
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<tr>
<td><strong>Due date</strong></td>
<td>17:00, 27 April</td>
<td>17:00, 15 June (or after completion of participation activity)</td>
<td>At the end of the participation activity.</td>
<td>7 June (or at completion of participation activity)</td>
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<tr>
<td><strong>Marking criteria/standards &amp; expectations</strong></td>
<td>Provided with assignment questions.</td>
<td>Provided with assignment questions.</td>
<td>Provided with assignment questions.</td>
<td>Provided with assignment questions.</td>
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<td><strong>Submission method</strong></td>
<td>Submitted to BESS.</td>
<td>Submitted to BESS.</td>
<td>E-mailed by supervisor to unit convenor.</td>
<td>In class to lecturer and students.</td>
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<td><strong>Feedback</strong></td>
<td>Written feedback will be given 2 weeks after submission date.</td>
<td>Written feedback will be given 2 weeks after submission date.</td>
<td>Verbal feedback will be given.</td>
<td>Verbal and written feedback will be given.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Essay 1 (25%)</td>
<td>Essay 2 OR Reflective Journal (30%)</td>
<td>Supervisor’s Report (20%)</td>
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<td>Total</td>
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<tr>
<td>Estimated student workload (hours)</td>
<td>13 hours</td>
<td>14 hours</td>
<td>0 hours</td>
<td>13 hours</td>
<td>40 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes assessed:**

1. Knowledge (See ‘Learning outcomes’ above for a detailed breakdown)
   - 20
   - 10
   - 10

2. Skills (See ‘Learning outcomes’ above for a detailed breakdown)
   - 5
   - 10
   - 10

3. Attitudes (See ‘Learning outcomes’ above for a detailed breakdown)
   - 10
   - 5

**Graduate capabilities assessed:**

1. Critical, Analytical and Integrative Thinking
2. Problem Solving & research capability
3. Creative and innovative
4. Effective communications
5. Engaged and Ethical Local and Global citizens
6. Capable of Professional and Personal Judgement and Initiative

**Total**

- 25%
- 30%
- 20%
- 25%
- 100%

The specific allocations to capabilities will be negotiated with Student, Supervisor and Lecturer on an individual basis to suit the specific workplace.
ACADEMIC HONESTY

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

GRADES

Please refer to the relevant Bachelor Degree rule in the Handbook of Undergraduate Studies.

GRADING APPEALS

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal against your final grade, please refer to the website below. It provides information about the process and the cut off dates for lodging appeals. Please read the instructions provided concerning valid grounds for an appeal before proceeding to lodge one.

http://www.businessandeconomics.mq.edu.au/for/new_and_current_students/undergraduate/admin_central/grade_appeals

SPECIAL CONSIDERATION

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at:
http://www.mq.edu.au/policy/docs/special_consideration/procedure.html

STUDENT SUPPORT SERVICES

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at http://www.student.mq.edu.au. Students can also contact the Disability Support Unit via their website, http://www.campuslife.mq.edu.au/campus-wellbeing/disability-support-unit

The Faculty of Business and Economics also offers a range of student support services though Business and Economics Student Services (BESS) located in Room 106, Building E4B. Details of these services can be accessed at http://www.businessandeconomics.mq.edu.au/undergraduate_degrees/undergraduate/bess

IT CONDITIONS OF USE

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorised coursework for approved units. Student ID cards must be displayed in the locations provided at all times.

Students are expected to act responsibly when utilising University IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted. Material that is not related to coursework for approved unit is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.
Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.

**SEMINAR SCHEDULE AND REQUIRED READINGS (AVAILABLE ON E-RESERVE)**

**Seminar 1 (Week 1: 1 March) – Presented by Sharon Kerr**

a) The global situation of employment of people with disabilities, looking at the International Convention on the rights of People with Disabilities and the way in which this has been observed internationally, bringing a sharp contrast to the Australian situation.

b) What we mean when we talk about disability i.e. physical, sensory, psychiatric, cognitive. Statistics surrounding disability in Australia.

c) Overview of the unit, what will be expected of students. Assessments, placements, etc

**Readings:**


**Seminar 2 (Week 2: 8 March) – Presented by Michaela Baker**

a) Models of disability

b) Philosophical issues: disability, identity and personhood

**Readings:**


**Seminar 3 (Week 3: 15 March) – Guest Lecturer: Graeme Innes (Human Rights Commissioner, HREOC)**

Legal issues relating to excluding people with disability from employment and/or employment and training activities.

**Readings:**


**Seminar 4 (Week 5: 29 March) – Guest Lecturer - Tim Connell (Quantum Technologies)**

How can you be blind and be an auditor? A look at existing and emerging assistive technologies and their applications in the workplace.

**Readings:**

Creating Accessible Teaching and Support (2010). ‘Assistive technology’

**Seminar 5 (Week 6: 5 April) – Presented by Michaela Baker and Sharon Kerr**

a) Social and Economic implications of discriminatory practice and the exclusion of people with disability from the workforce.

**Reading:**


b) Preparing for practice. Reflection in action

**Reading:**

Macquarie PACE Reflection module.
Seminar 6 (Week 8: 3 May) – Guest speaker: Brian Yates (General Manager (Operations) Job Centre Australia)
a) What is Job Centre?
b) Top 4 issues when placing people with disability in employment
c) Successes, challenges and current Government focus on placing people with disability in employment.

Reading:
OECD (2007), Sickness, Disability and Work (Vol. 2): Australia, Luxembourg, Spain and the United Kingdom Chapter 3 (‘Absence monitoring and Assessment of Disability’) and Chapter 4 (Financial incentives and disincentives for people with disability’) pp. 81-132.

Seminar 7 (Week 9: 10 May) – Mentor morning – Guest Speaker: Lee White (CEO, Institute of Chartered Accountants in Australia)
On mentor morning students will attend with their mentors. Refreshments will be provided and Lee White from the Institute of Chartered Accountants in Australia will present on “The importance of Leaders of Industry and Commerce modelling and promoting inclusive practice in employing people with disability”.

Reading:

Seminar 8 (Week 10: 17 May) – Co-ordinated by Sharon Kerr - guest panellists with disability talking frankly on the challenges faced in the workplace.
Our panellists, each with a disability, will share their experiences and answer questions from the students.

Reading:

Seminar 9 (Week 12: 31 May) – Cochlear implants – Guest speaker: Lisa Shannon, Territory Manager NSW/ACT, Cochlear Australia and New Zealand

Reading:
Cochlear implant (The Powerhouse Museum/DET)

Seminar 10 (Week 13: 7 June) – Final Presentations from students.

No readings