

TEAC 7084 PERSON-CENTRED PRACTICE

Credit Points 10

Legacy Code 102166

Coordinator Christine Johnston ([https://directory.westernsydney.edu.au/search/name/Christine Johnston/](https://directory.westernsydney.edu.au/search/name/Christine%20Johnston/))

Description The shift in educational policy and legislation to one of inclusion has been accompanied by a move to models of service delivery which are person- and family-centred and which also recognise the need for tiers in intervention. Whilst the range of service delivery models currently operating across educational and community settings for varied levels of need and developmental stages will be explored and evaluated, emphasis will be given to person-centred practice. Through an analysis of the literature encompassing both evidence-based practice and practice-based evidence students will evaluate the implications of the model for individuals, families, teachers, other professionals, schools, services, their own practice and for systems practice.

School Education

Discipline Teacher Education: Special Education

Student Contribution Band HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Professionals with teaching or other relevant qualifications.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique the range of service delivery models through an analysis of the research literature;
2. Apply the underlying philosophies of person-centred and family-centred practice to their own work with individuals with disabilities;
3. Determine the impact of the context in which they work to the implementation of person-centred practice;
4. Apply understandings of the issues arising at times of transition for individuals with disabilities and their families and work collaboratively and systemically to achieve smooth transitions within and between services;
5. Evaluate the effectiveness of specific programs for individuals and families under the framework of person-centred and family-centred practice.
6. Develop, implement and evaluate person-centred programs.

Subject Content

1. Historical review of approaches to designing and delivering educational and intervention programs across the lifespan;
2. The philosophy of empowerment: policy and practice;

3. Models of service delivery: Family-centred practice; person-centred practice; team around the child; multi-disciplinary, interdisciplinary, transdisciplinary and systems models;
4. The impact of context on service delivery: the ecology of service provision;
5. Evidence-based practice and practice-based evidence for the efficacy of person-centred and family-centred practice;
6. Person-centred practice in educational settings and the implications for individualised learning and teaching;
7. The challenge of transition between service models;
8. The role of the family and carers in person-centred models;
9. The role of the teacher and other professionals in developing and implementing person-centred models;
10. Brokerage models and the implications for the maintenance of professional expertise.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Literature Review	2500	50	N	Individual
Applied Project	2500	50	N	Individual

Teaching Periods

Autumn

Online

Online

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7084_22-AUT_ON_O#subjects)