

'Innovative practices in social care; bridging disability, design and higher education'

By John Balfe, Kasey Doyle, Abigail Murphy, Amy Roche, Rebecca Holmes, Laura Byrne, Chloe O Sullivan, Ciara Rossiter.

Social Care Ireland Conference

11th April 2024.



setu.ie
INSPIRING FUTURES



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Introductions:



NTUTORR
National Technological University
Transformation for Recovery & Resilience

Overview of presentation

- The Project – Social Care, Disability, Design and Higher Education.
- Social Care pedagogy, disability rights and engagement.
- Social Care role in Interdisciplinary collaboration.
- Social Care and vital role of advocacy.
- Question and answers.

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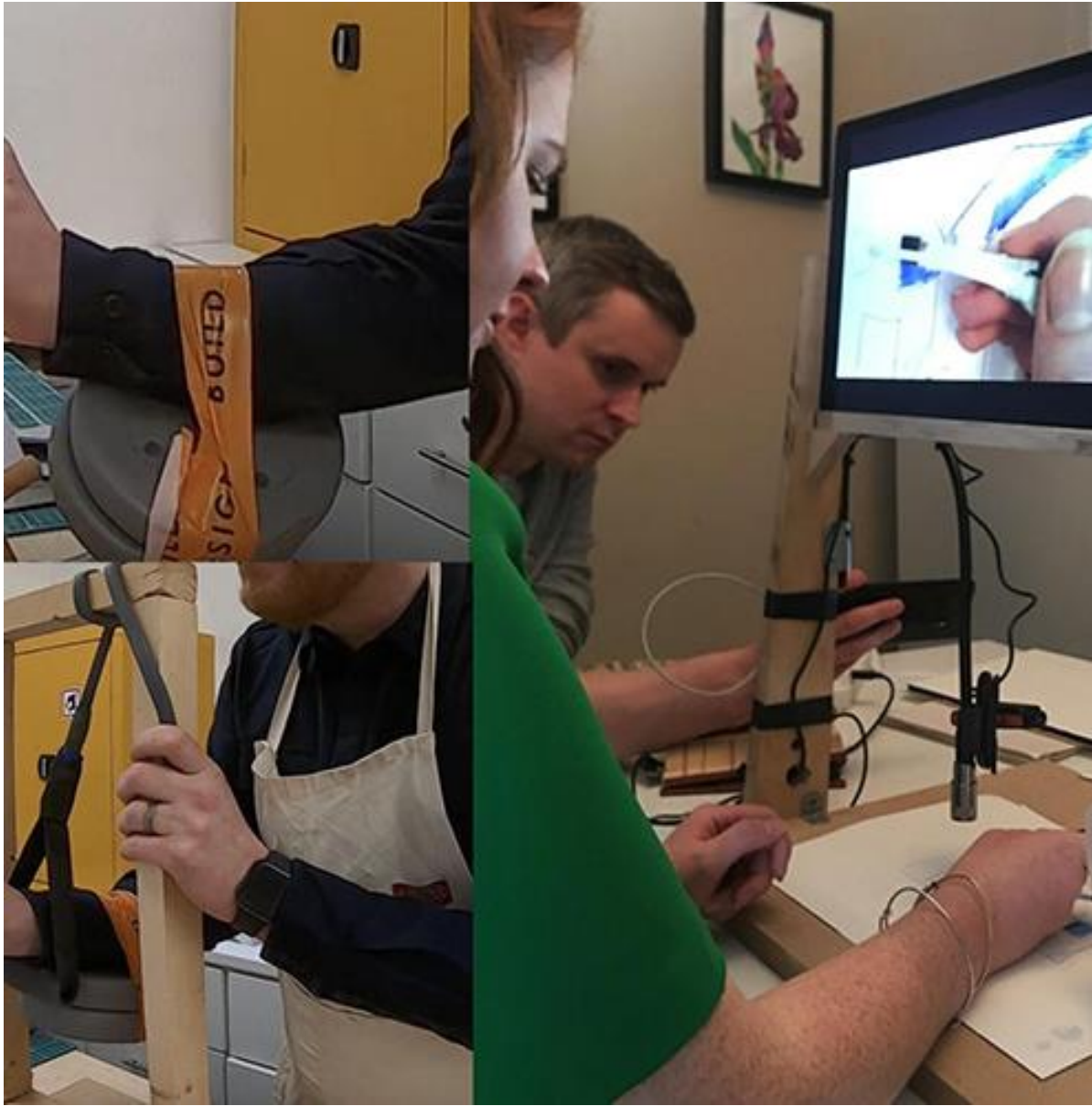


Please submit your questions and 'Like' those sent by others

BIG LIFE FIX

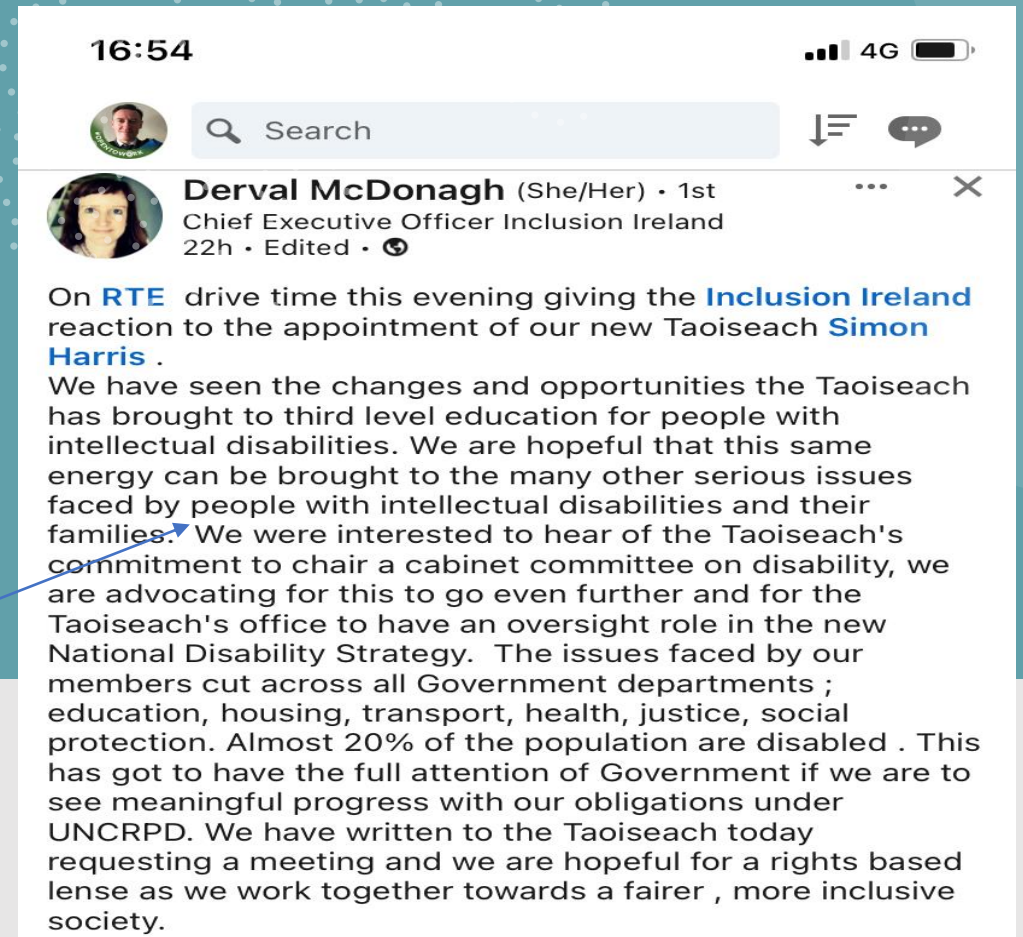


What is the project about?



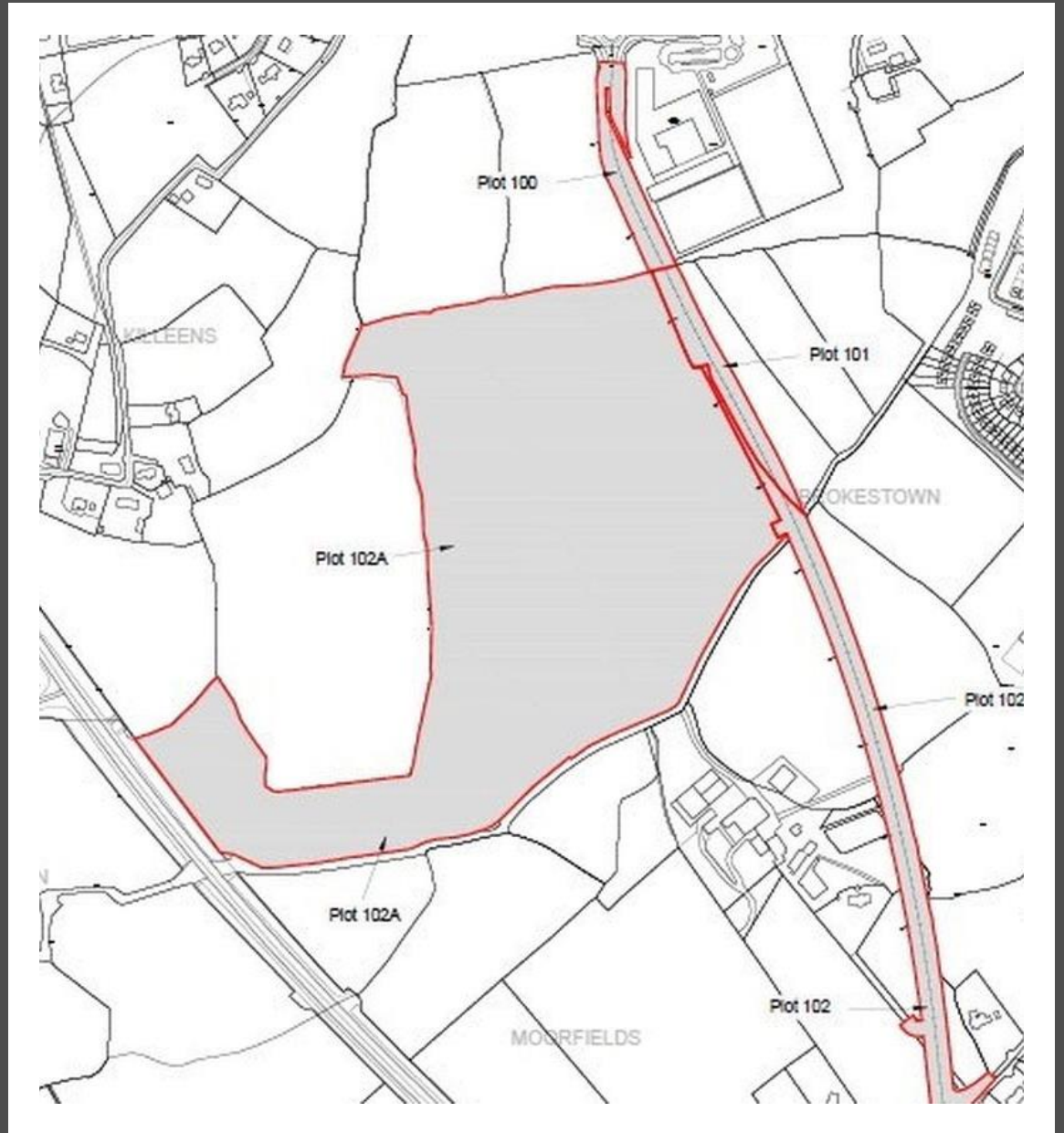
Current context and background to this project.

- On the 9th of February 2024, Minister for Further and Higher Education, Research, Innovation and Science Simon Harris TD, announced the roll-out of higher education courses for students with Intellectual Disability (Gov of Ireland, 2024).



Wexford

LATEST | Compulsory purchase of SETU Wexford campus site 'all but complete' as design team set to be appointed



Conference Title:

Beyond
Registration: the
challenges of
equality, diversity
and inclusion for
social care workers
and the
communities they
serve.





Sometimes, a spark of hope is enough to reform the light in your heart.

SAFNA SULAIMAN

Conference themes

Caitriona O Sullivan

What privilege can
do and what you can
do with
your privilege?



Relational Pedagogy Dr Niall Hanlon.

Reflective social care worker

Critical Social Care worker

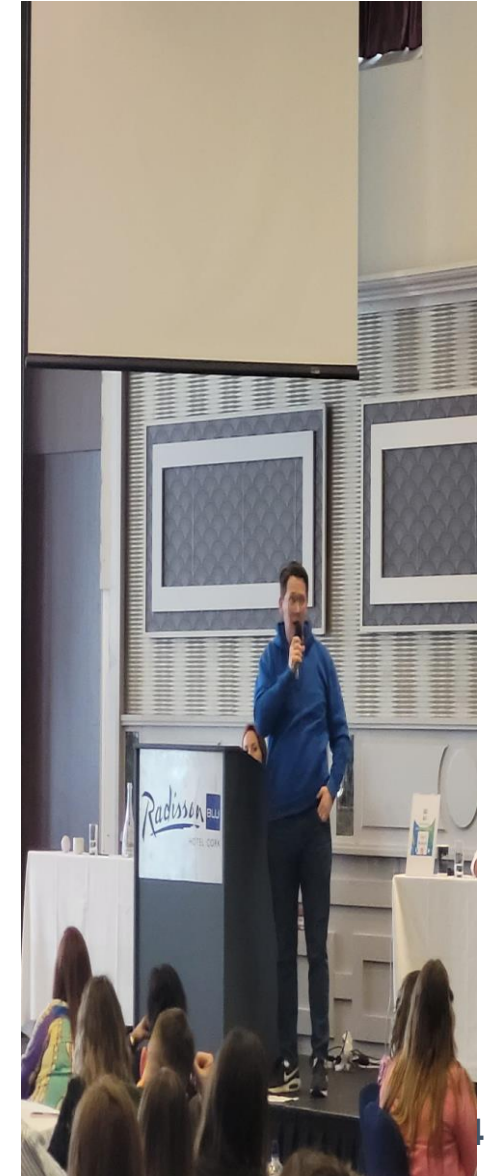
Creative Social care worker

But also the

Relationship in pedagogy – the implicit curriculum

Don't go to the butcher
for a Haircut!
(Shane Casey).

Do the disciplines of
Architecture
Design
Engineering....
Really understand the
needs of people with
disabilities?



There is an absence of the more nuanced and ‘embodied experience’ of people with a range of disabilities that is not fully valued in the design process (Vermeersch & Heylighen 2015:1)

The physical, social and emotional space that people with disabilities engage with are often not fully consulted by other professionals such as architects and designers.

(Balfe & O’Shea, 2024)

'My Big Life Fix' Project - Innovative Practices in Social Care: Bridging Disability, Design, and Higher Education

JOURNAL HOME » JOURNAL THE AHEAD JOURNAL » THIS ARTICLE »

'MY BIG LIFE FIX' PROJECT - INNOVATIVE PRACTICES IN SOCIAL CARE: BRIDGING DISABILITY, DESIGN, AND HIGHER EDUCATION



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SEARCH AHEAD JOURNAL

IN ISSUE 17 - OUT NOW!

CEOs corner Opinion: The ALTITUDE Charter can help us to operationalise an 'inclusion is everyone's business' approach

Accommodations 2.0: Reflecting on the future of post-secondary accommodations in a UDL landscape

How can we make the student experience more accessible, inclusive, and flexible? Exploring learner priorities emerging from the ALTITUDE Charter consultations

Leading from the Top: Enacting Leadership in Universal Design for Tertiary Education



The projects goal

CHECK LIST:

- chat

share

- cloud

CONNECT

Global Networks

CLICK

✓

→ People

Friends



Share

good!



hello!

- NETWORK
- internet
- connect

SHARE

Teaching point:
The intersection
between
Universal Design
and Critical
Pedagogy

- **The aim of this project was to embrace universal design principles to a higher education campus design (Burgstahler, 2015; Bel et al, 2012; Rao, Ok, & Bryant, 2014; O Shea et al, 2016; Mosca & Capolongo, 2020; Gu and Yoo (2012)**
- **while simultaneously taking a critical practice approach to disability and society (Ball, 2016; Heylighen, 2014).**

Critical Disability Studies



- The underlying pedagogical emphasis was to allow students to explore the transformation processes in practice by shifting the focus back onto society, social policy, and government responsibility.
- It was to give students a critical perspective by changing the lens, from the neoliberal values of individual responsibility of people with disabilities to fix or adapt to that of societal responsibility to accommodate everybody's needs.

Visual: Conceptual Framework of the Campus Design

- The conceptual framework for the campus design is rooted in the principles of universal design, aiming to create spaces that are accessible, intuitive, and welcoming to all.



Universal Design

- Using Burgstahler (2015) concepts of Universal Design in Higher Education offers comprehensive guidance on applying universal design in educational settings, supporting this project's emphasis on creating inclusive learning environments.




Students engaging
with the Disability
community...

Students will discuss
their direct
engagement with
individuals with
disabilities



Kasey, Ciara,
Laura,
Rebecca

- **Focus Points:**
 - Personal story of engagement with the person with disability.
 - Reflections on learning about disabilities beyond the academic classroom.
 - Impact of these interactions on their personal and professional growth.



Interdisciplinary Collaboration and Learning

Students from social care reflect on the collaboration.

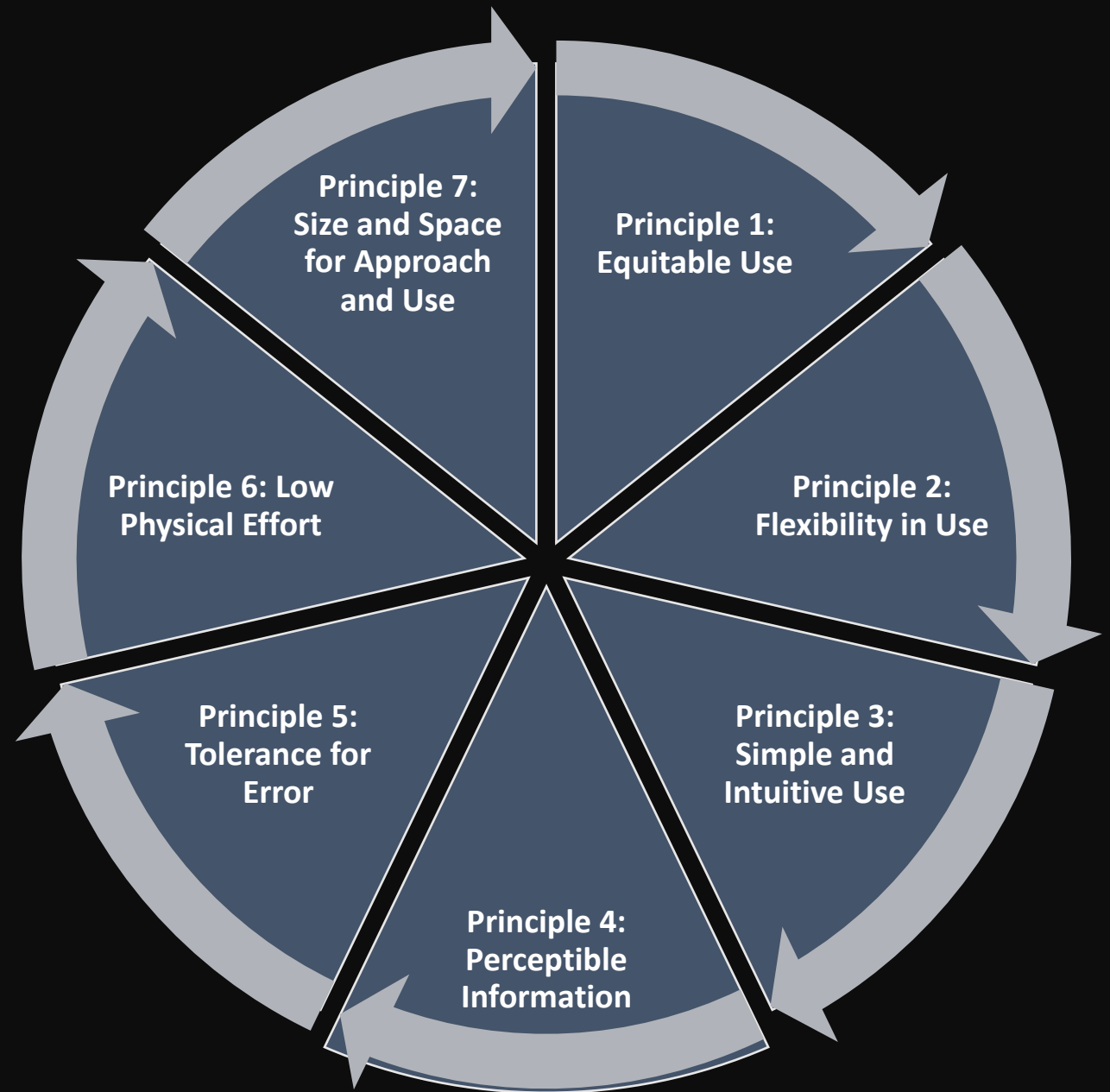
Abigail,
Chloe,
Amy

- **Focus Points:**
 - Challenges and rewards of working across disciplines like social care and design and architecture.
 - How their perspective on accessibility and design changed - what impact does social care have?
 - The importance of inclusive design in educational spaces - why is this important.

A top-down view of architectural blueprints spread on a table. The drawings show various floor plans, including a large central hall with a circular area and several smaller rooms. Drafting tools are scattered around: a pair of compasses on the left, two markers (orange and green) at the top, a black pen with its cap off on the right, and a clear ruler on the right side. The text 'The project: The big reveal' is overlaid in white in the center.

The project: The big reveal

The 7 principles of Universal design



Action:
Participatory
approaches,
Interdisciplinary
Collaboration
and Universal
Design

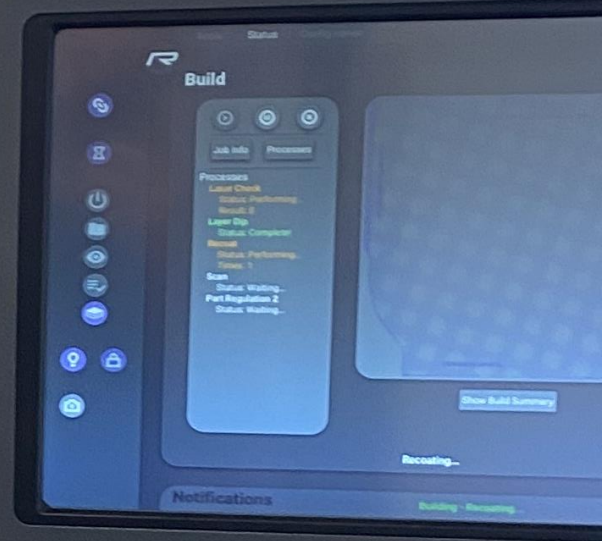
- A participatory approach from the academic community can help foster empathy and understanding (Hart, 2018).

The collaboration with Architecture, Engineering and Design



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The Role of Social Care and Advocacy



Kerb your Alloys!



Curb your ally!

@giuliasforsthe #tlt18 UNIVERSITY OF SASKATCHEWAN

KORY WILSON @KoryWilson

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Conclusions

- **Although this was a conceptual project with high aspirations** it is proposed that this project also offers a real possibility.
- A possibility for a new, unique, state of the art university campus design that meets the needs of everyone, that opens doors and possibilities to those that never had one before.

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Thank you

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