



# INGENIUM

European University

# HOW TO BECOME A DISABILITY AMBASSADOR : an INGENIUM teaching unit proposition

## CONTEXT:

- 1: Students with disabilities identified the need to train caregivers in order to receive better support
- 2: All students must be informed and aware of different types of disabilities (societal responsibility)
- 3: All citizens should have the knowledge and the right behavior when addressing people with disabilities.

The university has the mission to train the students, and give them the basics in terms of skills, knowledge and tools.

## From a need to a universal training offer

- The course aims to:
  - provide a short but high-quality, multi-disciplinary and comprehensive training to first year students whatever their discipline
  - build civic engagement
  - enable students to disseminate information and good practice and ultimately become "disability ambassadors"

## From a universal training offer to professional skills

This training is also professionalising :

It will also enable the recruitment of "student helpers" at the university (exam secretaries, tutors, note-takers, companions, etc.).

Ultimately, it will provide a pool of students who are aware of and likely to participate in training courses for their peers in the field of helping people with disabilities.

In this way, the aim of the training programme is to empower students and encourage their commitment to inclusion, and at the same time to foster their professional integration.

Target students: all first-year INGENIUM students

## Students in different disciplinary fields, in particular:

- students going into teaching
- students going into Human Resources and/or employment law
- future therapists / sociologists
- science and technology: quality control, development and innovation of adapted equipment
- sport (management and training)
- social workers (carers in general...) health studies in general (and paramedical studies in particular)
- students wishing to include disability issues in their career plans;
- students who work or want to work in after-school care centres or vacation camps (to enhance their CV for short-term job-seeking purposes) or in associations
- ...

## Why first-year students?

- All students will deal with disability at some point in their life
- Students leaving the university circuit to follow disability-related training courses: social worker, specialized educator, carer in nursing homes) or even unrelated training courses.



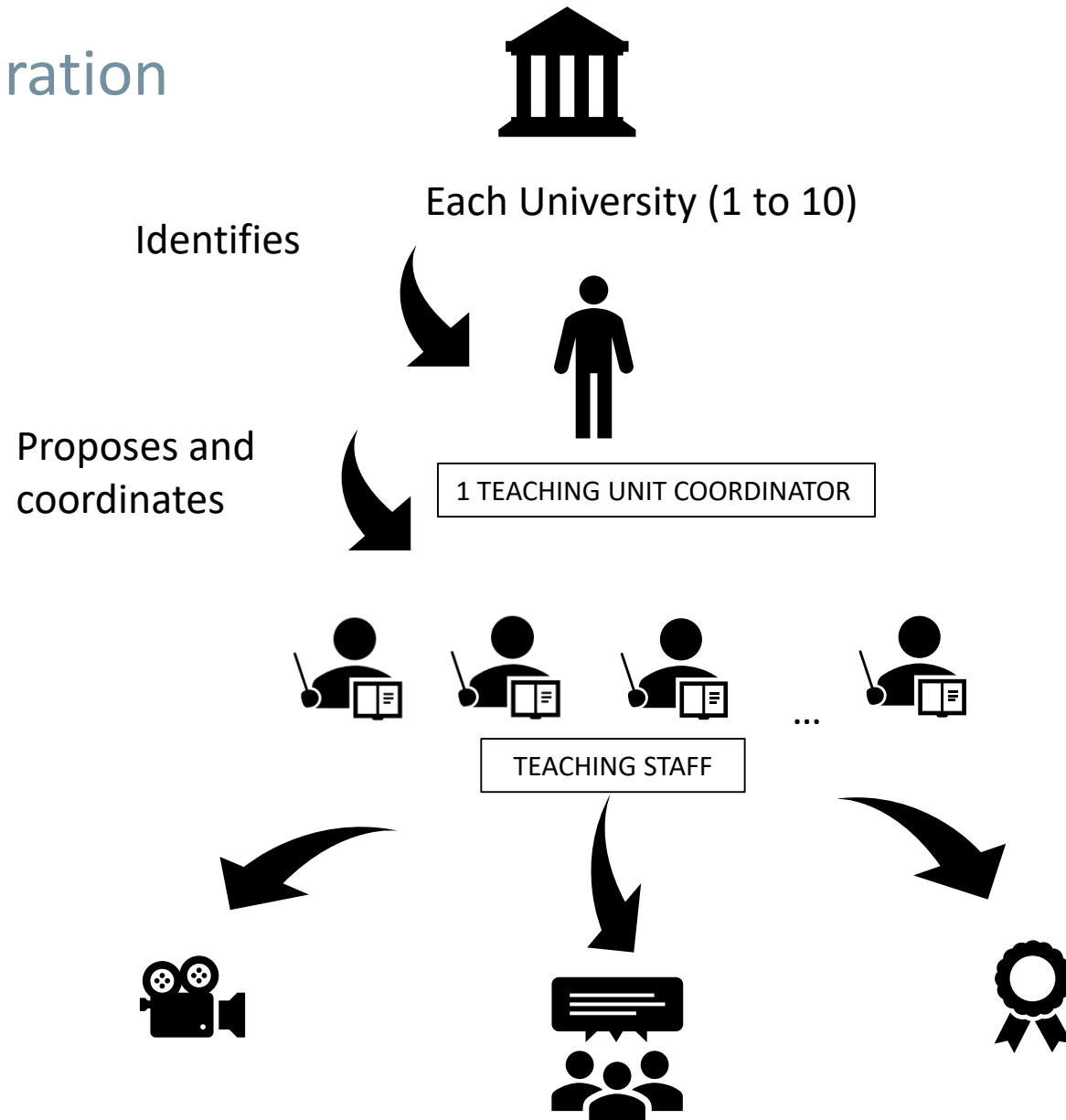
## Pedagogical support : about 50 hours

- Short videos (20 minutes each) created by all partners
- Online quizzes
- Project work with students
- INGENIUM hybrid event with all participants and oral presentation of the students' projects

# The course structure: hybrid with a digital support and an INGENIUM event

<https://universitice.univ-rouen.fr/course/view.php?id=26015&notifieditingon=1>

# Structuration



**The teaching unit coordinator**

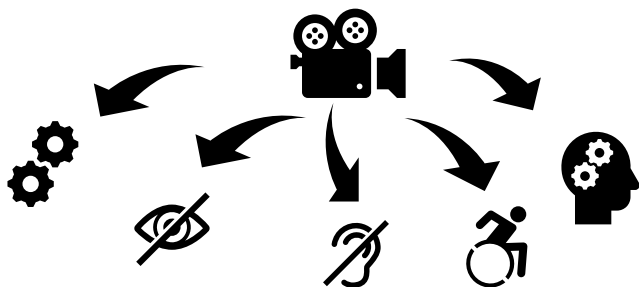
- Is the referent for the unit
- Participates to the coordinating meetings with the other coordinators
- Could be an academic or an administrative staff
- Could teach in the unit (more preferable)

# The teaching staff

**Choose the topic (5 are proposed)**  
**Record, select videos (one or more)**  
**one or more teacher per university**

**Teaching video format :**

- 20 minutes
- In English or in your language
- Subtitled in English language



Sensory, motor, mental, psychological disabilities  
 Disabling illness (cancer, diabetes...)

**Total: 30 videos (full partners contribution)**  
**Videos could be updated each year**



Teaching



**Accompany the students**  
**for their "Disability project"**

Students must propose and build  
 with their academic tutor a project dealing with disability

**Teaching format:**

- 10 to 12 hours (2-hour sessions) distributed among the semester
- Presential or video
- Working groups of students
- The project must be realistic

Evaluating  
and validating



**Each teacher creates quiz online concerning his/her own videos**

**Quizz format :**

- Online with automatic correction
- In English
- 30 minutes (+10 min, extra time)
- 6 quizzes per semester

**Teachers accompany the students in structuring their project and in preparing the oral presentation**

- 1. A written report of the project (max 10 pages)**
- 2. Oral presentation format**
  - End of the semester
  - During an hybrid INGENIUM event
  - With all the partners
  - 10 min. per project

## Video contents

- Are arranged in chapters illustrating the 5 main disorders (sensory, motor, psychological, mental, disabling diseases)
- Must be adapted to first-year students without academic background on disabilities
- Must include:
  - Context and definition
  - Examples with disability situations (social life, professional life, quality of life, studies)
  - Examples of associated pathologies
  - Needs, good practice and solutions (digital, equipment and environmental management)

## Bonus

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- For each chapter, the teaching staff provides additional tools and video resources
- The digital support allows a further discussion between all INGENIUM partners involved in order to structure the video contents (more than one partners might propose content for the same chapter)

# Schedule proposition

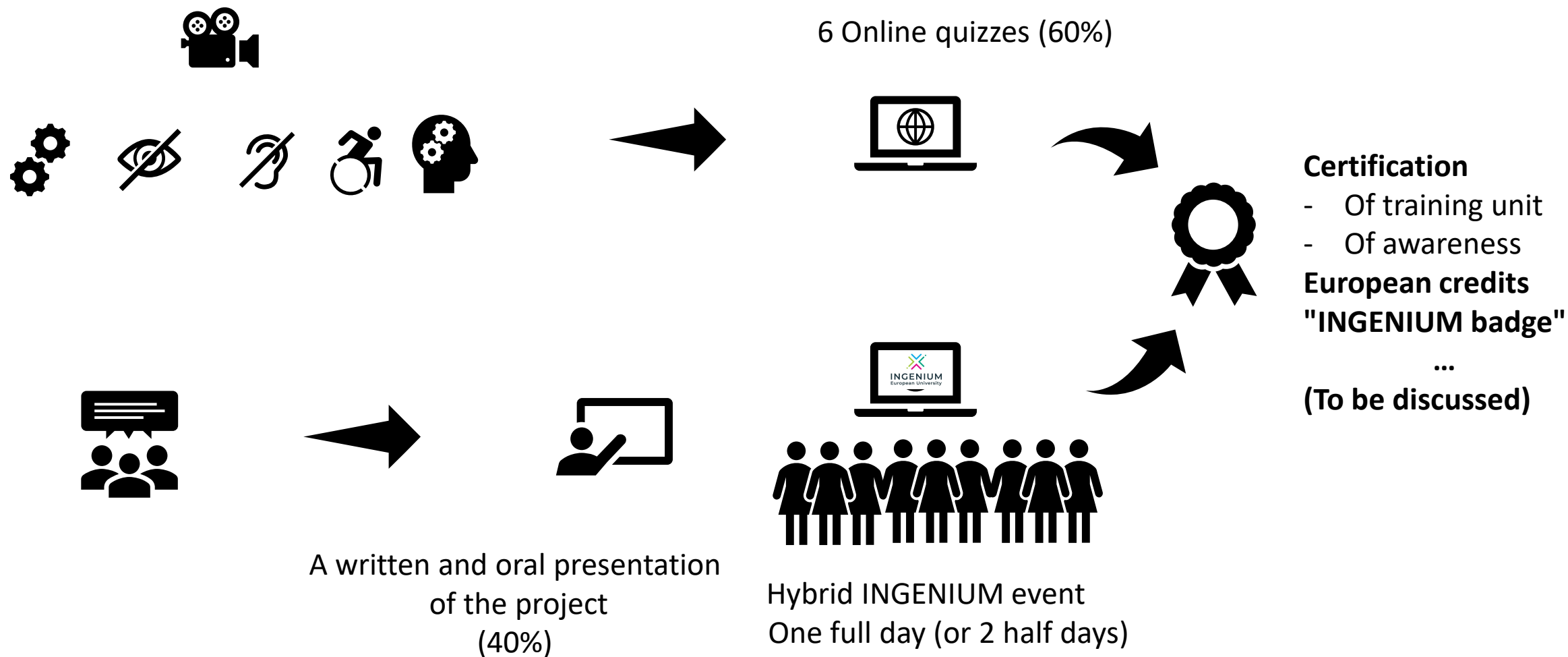


Introduction, law and history:  
Must be taught differently in each  
university according to national  
framework.

The complete duration of the teaching  
unit is 14 weeks.

WEEKS					Total min.	
1	<b>Introduction 10 min</b>	<b>History 40 min.</b>	<b>Law 40 min</b>		90	
2	<b>Quiz 40 min</b> Hisoty and law	Sensory disabilities 40 min.	Sensory disabilities 40 min.		120	
3		Sensory disabilities 40 min.		<b>Project 120</b>	200	
4	<b>Quiz 40 min</b> SENSORY	<b>Motor disability 40 min.</b>	<b>Motor disability 40 min.</b>		120	
5		Motor disability 40 min.		<b>Project 120</b>	160	
6	<b>Quiz 40 min</b> MOTOR	<b>Mental 40 min.</b>	<b>Mental 40 min.</b>		120	
7		<b>Psy 40 min.</b>	<b>Mental 40 min.</b>	<b>Project 120</b>	200	
8	<b>Quiz 40 min</b> MENTAL	<b>Psy 40 min.</b>	<b>Psy 40 min.</b>		120	
9	<b>Quiz 40 min</b> psy	Disabling disease 40 min.	Disabling disease 40 min.		120	
10		Disabling disease 40 min.		<b>Project 120</b>	160	
11	<b>Quiz 40 min</b> invalidating				40	
12				<b>Project 120</b>	120	
13				<b>Restitution 5h00</b>	300	
14 END OF MAY				<b>Restitution 5h00</b>	300	
	PSY <b>120</b> 6 videos	HISTORY & LAW <b>90</b> 4 videos	SENSORY <b>120</b> 6 videos	MOTOR <b>120</b> 6 videos	MENTAL <b>120</b> 6 videos	Disabling disease <b>120</b> 6 videos

## Evaluation and validation





# Skills and knowledge for a common certification/validation

## Specific skills:

The teaching unit aims to train responsible, committed students capable of acting and communicating in the field of disability. The skills covered include methodology, communication and knowledge of the professional environment:

- Mobilise knowledge, assess the relevance of information, organise, prioritise and summarise it.
- Identify problematic situations and find creative solutions using legal means.
- Anticipate work in varied environments.
- Communicate verified information, present ideas and argue using appropriate media and tools.
- Anticipate and define information needs while identifying key resource persons.
- Cooperate to meet specifications, integrate constraints and propose collective projects.
- Understand a socio-economic context and legal regulations.
- Express oneself in public and adapt to different audiences.
- Be committed and know how to raise awareness and motivate peers.

Are you interested in working together?

## If YES: next steps

- Identify your local coordinator for the teaching unit
  - Create your own teaching team
  - Create/select the videos for one or more chapters
  - Contact us for more information if you need
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- [Go to the survey and fill the form!](#)

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