

EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

A.	Division:	Instruction	Eff	ective Date:		September 2004		
В.	Department / Program Area:	Faculty of Child, Family and Community Studies/ Classroom and Community Support		vision	X	New Course		
C:	CCSD 1270	D: Perspectives	Re Da Da	Revision, Section(s) vised: te of Previous Revision te of Current Revision sability		C, H, J 08 August 2002 September 2004 E: 1.5		
	Subject & Cour	se No. Descript	ive Tit	ve Title Semester Credits				
F:	Calendar Description: In this course students will explore a variety of perspectives regarding disability. With all these perspectives in mind, students will then investigate characteristics and possible implications of a number of disabling conditions.							
G:		ntact Hours to Type of Instruction	H:	Course Prerequisites CCSD 1140	:			
	 Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Practice Number of Contact Hours: (per week / semester for each descriptor) 30 hours 		I:	I: Course Corequisites: None None				
			J:	Course for which this Course is a Prerequisite CCSD 2370				
			K:	Maximum Class Size	e:			
				30				
	Number of Weeks per Semester:							
L:	Flexible delivery ranging over 1 to 15 weeks PLEASE INDICATE: Part of Block Transfer to UVIC, UCFV, Malaspina University College, University							
	of Calgary, Athabasca University							
	Non-Credit	Non-Credit						
	College Credit Non-Transfer							
	X College Cr							
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)							

M:		Objectives / Learning Outcomes					
	Upon s	Upon successful completion of this course, the student will be able to:					
1. Examine how cultural influences shape our view of people who are labelled as disabled							
		 Examines values, language and perspective regarding people who are labelled as being disabled 					
		 Identifies the opportunities and limitations of classification systems for people who are labelled as disabled 					
		 Compares and contrasts the medical and social model perspectives regarding disability 					
		 Explores Disability and Deaf cultures 					
	2.	Identify opportunities for self-advocacy, advocacy and support.					
	4.	 Describes what advocacy means for people labelled as disabled, their personal support 					
		networks and practitioners					
		 Reviews historical examples of advocacy opportunities, e.g.,: right to die/live, court 					
		 challenges, media reviews, etc. Reflects on what values, skills and resources contribute to effective self-advocacy, advocacy, 					
		and support					
		••					
		 Explains why medical advocacy is a frequent necessity Describes self-determination and appreciates that everyone has gifts and capacities 					
	3.	Investigate the possible physical, emotional and social impact of various disabling conditions.					
	5.	 Explains how cultural perspectives influence descriptions of disabling conditions 					
		 Compares and contrasts developmental to acquired, visible to invisible, intellectual to 					
		physical disabilities					
		 Investigates at least two disabling conditions from both a theoretical and personal perspective 					
		 Explores resources available to individuals with a disability and their families 					
	4.	Contribute consistently in-virtual and in-person small groups and independent learning situations.					
	ч.	 Communicates in an effective, respectful and timely manner 					
		 Co-operatively identifies learning needs, distributes group tasks, performs research 					
		and teaches peers what has been learned					
		 Investigates, incorporates and shares helpful resources 					
		 Compares, contrasts and analyses each resource 					
		 Co-operatively meets time lines, makes decisions, solves problems and resolves conflicts 					
N:	Course	Content: The following global ideas guide the design and delivery of this course:					
		Personal autonomy is a fundamental principle that must be protected if each person is to freely					
		develop, pursue and review his/her life plan on an ongoing basis.					
	2.	Self-determination can be viewed as the outcome of autonomy. Self-determination flourishes					
		when people are in interdependent relationships that promote and support autonomy.					
	3.	Practitioners, as facilitators of inclusion, individualize support for people with disabilities to					
		ensure that each persons' interests, preferences and needs are recognized and met.					
		Economic realities, environmental barriers, and societal attitudes that face many people					
		with disabilities mean that practitioners must be creative problem solvers.					
	4.	Quality of life is a multifaceted concept with various social and psychological indicators that					
		can be measured in terms of both process and outcome. The process most effective for					
		achieving personal satisfaction regarding ones quality of life depends upon the nature and					
		severity of a persons disability. The nature and severity of a persons disability, however,					
		does not determine the level of ones quality of life.					
	5.	Relationships are an integral aspect of everyone's lives. An expanded network of relationships					
		includes relationships with a variety of professionals and other community resource people.					
		Maximizing opportunities to involve others directly with the person being supported in positive					
		ways is important to achieving quality of life.					
0:	Method	ls of Instruction					
	Lecture						
	 Small Group Work 						
	 Student Presentations 						
	 WebCT 						
L							

D							
P:	Textbooks and Materials to be Purchased by Students						
	T.B.A.						
Q:	Means of Assessment: This course will conform to Douglas College policy regarding the number and						
	weighting of evaluations.						
	 Portfolio 						
	Group Presentations						
	Self and Peer Assessments						
R:	Prior Learning Assessment and Recognition:						
	This course is open for PLAR						
Course Designer(s): Lori Woods			Education Council / Curriculum Committee Representative				
Dean: Jan Lindsay			Registrar				
2 cuil							

© Douglas College. All Rights Reserved.