



# CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **08 August 2002**

B. Department / Program Area: **Faculty of Child, Family and Community Studies/  
Classroom and Community Support** Revision  New Course

If Revision, Section(s) Revised: **C**  
 Date of Previous Revision: **26 July 2002**  
 Date of Current Revision: **08 August 2002**

C: **CCSD 334** D: **Supporting Families** E: **1.5**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	<b>Calendar Description: In this course students explore the various perspectives on families with member(s) who live with disabilities. Students will have the opportunity to examine the strengths and stresses of these families, the interdependence of family and community, and the unique role of the practitioner in supporting families.</b>	
<b>G:</b>	Allocation of Contact Hours to Type of Instruction / Learning Settings	<b>H:</b> Course Prerequisites: <b>CFCS 130</b>
	Primary Methods of Instructional Delivery and/or Learning Settings: <b>Lecture/Practice</b>	<b>I:</b> Course Corequisites: None <b>None</b>
	Number of Contact Hours: (per week / semester for each descriptor) <b>30 hours</b>	<b>J:</b> Course for which this Course is a Prerequisite <b>None</b>
	Number of Weeks per Semester: <b>Flexible delivery ranging over 1 to 15 weeks</b>	<b>K:</b> Maximum Class Size: <b>30</b>
<b>L:</b>	<b>PLEASE INDICATE: Part of Block Transfer to UVIC, UCFV, Malaspina University College, University of Calgary, Athabasca University</b>	
<input type="checkbox"/>	Non-Credit	
<input type="checkbox"/>	College Credit Non-Transfer	
<input checked="" type="checkbox"/>	College Credit Transfer:	
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

<b>M:</b>	<p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. <b>Examine different theoretical perspectives on families with a member who has a disability.</b> <ul style="list-style-type: none"> <li>▪ Considers at least two different theoretical perspectives on the parental response of having a child with a developmental disability, e.g., Chronic Sorrow, Grief and Loss, Gifts and Assets.</li> <li>▪ Considers the impact on the family of having a member who acquires a brain injury in the course of his/her life.</li> <li>▪ Examines past and present societal attitudes regarding people with a developmental disability and the impact on the family.</li> <li>▪ Explores diverse family and cultural attitudes regarding people with developmental disabilities.</li> </ul> </li> <li>2. <b>Reflect on the role of a Support Worker with the family.</b> <ul style="list-style-type: none"> <li>▪ Considers Family-Centred/Family Directed approaches to support.</li> <li>▪ Examines own values and attitudes towards family and the possible influence they may have on support to the family.</li> <li>▪ Demonstrates a willingness to work with attitudes at variance with one's own.</li> <li>▪ Articulates the limitations of the Support Worker's role.</li> <li>▪ Acknowledges potential tensions between the Support Worker's role and the family role.</li> </ul> </li> <li>3. <b>Examine the impact of stress on the family.</b> <ul style="list-style-type: none"> <li>▪ Explains several theoretical perspectives on the impact of stress on individual and family.</li> <li>▪ Considers the perspective of different members of the family, e.g., Mother, Father, Sibling.</li> <li>▪ Considers how a child with a disability may influence the family's progression through the Family Life Cycle, including issues facing aging parents.</li> <li>▪ Approaches the concept of family under stress from a perspective of strengths and assets.</li> <li>▪ Describes the value of various formal and informal supports available to families with a child with a developmental disability.</li> </ul> </li> <li>4. <b>Examine the implications of relevant legislation regarding adults and children with an intellectual disability.</b> <ul style="list-style-type: none"> <li>▪ Examine the implications of relevant guardianship legislation for children and adults with a developmental disability and the impact on the family.</li> <li>▪ Describes the relevant protection legislation for children and adults with a developmental disability.</li> </ul> </li> </ol>
<b>N:</b>	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> <li>1. <b>Parents share some common experiences and responses to the knowledge that their child has a developmental disability.</b> These common experiences and reactions have been the subject of research and debate. Theories related to this topic will be explored including Grief and Loss, Chronic Sorrow and Recognition of Gifts Received.</li> <li>2. <b>Over the last four decades societal beliefs and values regarding people with disabilities and their families have changed.</b> Increasingly, people with disabilities have been viewed as having a rightful place in the community. These shifts in beliefs and values have led to a dramatic change in the level and type of services provided to families. Consequently, the experiences, perceptions and beliefs of families can vary dramatically, depending on the age of their son and/or daughter and the prevailing values and beliefs at the time of their birth. The different perspectives historical context of those beliefs will be reviewed in the course. The range of formal and informal services and supports available to families, both in the past and currently, will be reviewed.</li> <li>3. <b>Along with the shift in societal values and services to people with developmental disabilities came a new relationship between families and professionals.</b> In the 1960's medical professionals were seen as the experts who knew what was best for the family. In the 1970's, special education professionals became the other experts to whom families could turn. In the 1980's, rehabilitation specialists joined with the medical educational specialists in making recommendations to the family. Finally, in the 1990's to the present, some people with disabilities are taking a more active role as consumers, choosing the professionals and services they need, and collaboration has emerged between consumers, families, and professional. The changing role of professionals and paraprofessionals in the lives of families of an individual with a disability, and family centred practice and support will be major themes of this course.</li> <li>4. <b>Research has shown that the presence of a child with disabilities ties in the family can impact members of that family differently.</b> Stress and possible reactions to that stress is reviewed from the advantage point of different subsystems with the family, e.g., sibling issues, marital</li> </ol>

<p>transitions, and parenting demands.</p> <p><b>5. In February 2000, the New Guardianship Legislation for dependent adults was enacted. This legislation reinforces the rights of people with disabilities to make decisions on their own behalf. The changing legal role of parents as their child becomes an adult and the relevant legislation is reviewed.</b></p>		
<p><b>O:</b> Methods of Instruction</p> <ul style="list-style-type: none"> <li>▪ <b>Lecture</b></li> <li>▪ <b>Guest Speaker</b></li> <li>▪ <b>Small Group Work</b></li> </ul>		
<p><b>P:</b> Textbooks and Materials to be Purchased by Students <b>T.B.A.</b></p>		
<p><b>Q:</b> Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.</p> <ul style="list-style-type: none"> <li>▪ <b>Written research papers</b></li> <li>▪ <b>Group Presentations</b></li> <li>▪ <b>Self-Assessment</b></li> <li>▪ <b>Classroom Activity Participation</b></li> </ul>		
<p><b>R:</b> Prior Learning Assessment and Recognition: <b>This course is available for PLAR</b></p>		
Course Designer(s) <b>Janice Barr</b>		Education Council / Curriculum Committee Representative
Dean: <b>Jan Lindsay</b>		Registrar: