



EFFECTIVE: SEPTEMBER 2008
CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: **September 2008**

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

If Revision, Section(s) Revised: **M, N**
Date of Previous Revision: **June 16, 2006**
Date of Current Revision: **April 2008**

C: **CCSD 2334** D: **Supporting Families** E: **1.5**

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description:</p> <p style="text-align: center;">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.</p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture/Practice</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>30</p> <p>Number of Weeks per Semester:</p> <p>Flexible delivery ranging over 1 to 15 weeks</p>	<p>H: Course Prerequisites:</p> <p style="text-align: center;">None</p>							
	<p>I: Course Corequisites:</p> <p style="text-align: center;">None</p>							
	<p>J: Course for which this Course is a Prerequisite</p> <p style="text-align: center;">CCSD 2340 (concurrent) and BHIN 1240</p>							
	<p>K: Maximum Class Size:</p> <p style="text-align: center;">30</p>							
<p>L: PLEASE INDICATE: Block Transfer</p> <table style="width: 100%;"> <tr> <td style="width: 30px; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
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M:	<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"> 1. Examine different theoretical perspectives on families with a member who has a disability. <ul style="list-style-type: none"> • Considers at least two different theoretical perspectives on the parental response of having a child with a disability (i.e. Chronic Sorrow, Grief and Loss, Gifts and Assets). • Considers the impact on the family of having a member living with autism and other disabilities. • Examines past and present societal perspectives and attitudes regarding people with a disability and the impact on the family. • Explores diverse families and cultural attitudes regarding people with developmental disabilities. 2. Reflect on the role of a practitioner with the family <ul style="list-style-type: none"> • Considers Family-Centred/Family Directed approaches to support. • Examines the parents' roles as Caregiver, Advocate, Service Recipient and Employer. • Examines own values and attitudes towards family and the possible influence they may have on support to the family. • Demonstrates a willingness to work with attitudes at variance with one's own. • Articulates the boundaries and limitations of the practitioner's role. • Acknowledges potential tensions between the practitioner's role and the family role. 3. Examine the impact of stress on the family <ul style="list-style-type: none"> • Explains several theoretical perspectives on the impact of stress on individual and family. • Considers the perspective of different members of the family (i.e. mother, father, sibling, extended family). • Considers how a child with a disability may influence the family's progression through the Family Life Cycle, including issues facing aging parents. • Approaches the concept of family under stress from a perspective of strengths and assets. • Describes the value of various formal and informal supports available to families with a child with a developmental disability. 4. Examine the implications of relevant legislation regarding adults and children with an intellectual disability. <ul style="list-style-type: none"> • Examines the implications of the parent as employer and applicable legislation. • Examines the implications of relevant guardianship legislation for children and adults with a developmental disability and the impact on the family. • Describes the relevant protection legislation for children and adults with a developmental disability. • Examines the relevant provincial educational policy for Individualized Education Plans and the impact on the family.
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ul style="list-style-type: none"> • Parents share common experiences and responses to the knowledge that their child has a developmental disability. Related theories include: Grief and Loss, Chronic Sorrow and Recognition of Gifts Received. • Beliefs and value systems are connected to support strategies and treatment options for persons with autism and their families. • Over the last four decades, societal beliefs and values regarding people with disabilities and their families have changed. These shifts in beliefs and values have led to dramatic changes 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. • There has been a historical range of formal and informal services and supports available to families. It is important to understand how contemporary approaches have emerged from historical ones. • The relationship between families and professionals has evolved from a medical-directed to a professional-directed to a family/consumer-directed model. The changing role of professionals and paraprofessionals in the lives of families of individuals with a disability has been significant. • The presence of a child with disabilities in the family can impact members of that family

	<p>differently. Stress and possible reactions to that stress is reviewed from the advantage point of different subsystems with the family (i.e. sibling issues, marital issues, transitions, and parenting demands).</p> <ul style="list-style-type: none"> • The legal role of parents has changed with respect to their children. This is because of changes to guardianship legislation in British Columbia. • The dramatic increase to the incidence rate of autism has impacted classroom supports. Practitioners need to be aware of provincial special education policies in context of family participation and collaboration.
O.	<p>Methods of Instruction</p> <ul style="list-style-type: none"> • Lecture • Guest lecture • Video/DVD • Case studies (work with families) • Group presentations
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>T.B.A.</p>
Q:	<p>Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical means of evaluation would include a combination of:</p> <ul style="list-style-type: none"> • Critical research paper • Group presentation • Reflective journal • Classroom activity participation
R:	<p>Prior Learning Assessment and Recognition</p> <p>This course is available to PLAR.</p>

Course Designer(s): **Sandra Polushin**

Education Council / Curriculum Committee Representative

Associate Dean: **Gary Tennant**

Registrar