Douglas College

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 Department Disability and Applied Behavioural Analysis**	Revision		New Course	**X**	
			If Revision, Section(s) Revised:				
			Date of Previous Revision:				
			Date of Current Revision:				

C: **DACS 5111** D: **Disability in Context** E: **3**

Subject & Course No. Descriptive Title Semester Credits

F: Calendar Description:

This upper level undergraduate course examines historical and contemporary constructions of disability. It will highlight various theoretical frameworks for interpreting the nature and meaning of disability. It will also provide an overview of the etiology and characteristics of several disabilities, including Autism Spectrum Disorder, Down Syndrome, Fetal Alcohol Spectrum Disorder, etc.

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture

Number of Contact Hours: (per semester for each descriptor)

60

Number of Weeks per Semester:

Flexible delivery ranging over 2 to 15 weeks

H: Course Prerequisites:

None

I: Course Corequisites:

None

J: Course for which this Course is a Prerequisite

DACS 5112

K: Maximum Class Size:

30

L: PLEASE INDICATE:

	Non-Credit
	College Credit Non-Transfer
X	College Credit Transfer: Upper level 3rd year transfer credit

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)

M: Course Objectives / Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. **Demonstrate a comprehensive understanding of historical and contemporary constructs of disability.**
2. **Demonstrate a broad understanding of the etiology and characteristics of several developmental disabilities, e.g., Autism Spectrum Disorder, Down Syndrome, Fetal Alcohol Spectrum Disorder, etc.**
3. **Identify and assess the relevant provincial, federal, and international social policy as it relates to current and past disability policy.**
4. **Demonstrate an understanding of disability as a subject of human rights.**

N: Course Content:

- **General overview of disability frameworks and models**
- **Develop a conceptual understanding of the various meanings and perspectives of disability, e.g.:**
    - Medical model and rehabilitation
    - Social model
    - Charity model
    - Social justice and civil rights model
    - Analyze the strengths and weaknesses of these models
- **Develop an awareness of the historical and cultural constructs of disability**
- **Using various theories as a lens to understand disability:**
    - Examine the history of oppression and politics of prejudice as it relates to disability
    - Consider disability movements, independent living and disability rights
    - Consider Disability, Autistic/Apsie and Deaf cultures
- **Overview of intellectual and developmental disabilities**
- **Overview of incidence, prevalence, etiology and characteristics including:**
    - Identify the risk factors, diagnosis, prognosis and symptoms of the disability
    - Identify the genetic markers of the disability
    - Identify current medical and educational interventions
    - Identify the impact on daily living
    - Identify supports and support systems
    - Explore the ethical considerations of the triple screening, and genetic testing
- **Examine social and international policy as it relates to disability**
- **Examine disability as a human rights issue**

O: Methods of Instruction:

- **Lecture**
- **Case study**
- **In class presentations**
- **Guest speakers**
- **Video/DVD**

P:	Textbooks and Materials to be Purchased by Students: **Brown, I., Percy, M., (2007) *A Comprehensive Guide to Intellectual and Developmental Disabilities,* Baltimore, Maryland, Paul H. Brookes.** **Course Pack or** **TBA**
Q:	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: • **Research paper** • **Class presentation** • **Literature reviews** • **Case Study/critiques**
R:	Prior Learning Assessment and Recognition: **This course is open to PLAR**

Course Designer(s): **Wendy Parry**

Education Council / Curriculum Committee Representative

Dean: **Jan K. Carrie**

Registrar

© Douglas College. All Rights Reserved.