



## EFFECTIVE: SEPTEMBER 2012 CURRICULUM GUIDELINES

A. Division: **Academic** Effective Date: **September 2012**

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

If Revision, Section(s) Revised:  
Date of Previous Revision:  
Date of Current Revision: **March 2011**

C: **DACS 5131** D: **Introduction to Employment Supports** E: **3**

Subject & Course No. Descriptive Title Semester Credits

<p>F: Calendar Description:</p> <p><b>This upper level undergraduate course examines historical and contemporary constructions of employment services and supports for people with disabilities and individuals who have significant barriers. It will highlight various theoretical frameworks for interpreting the nature and meaning of employment supports. It will also provide an overview of evidence-based practice and best practices.</b></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><b>Online</b></p> <p>Number of Contact Hours: (per semester for each descriptor)</p> <p><b>60</b></p> <p>Number of Weeks per Semester:</p> <p><b>Flexible delivery ranging over 2 to 15 weeks</b></p>	<p>H: Course Prerequisites:</p> <p><b>With Permission of Instructor</b></p> <p>I: Course Corequisites:</p> <p><b>None</b></p> <p>J: Course for which this Course is a Prerequisite</p> <p><b>None</b></p> <p>K: Maximum Class Size:</p> <p><b>30</b></p>						
<p>L: PLEASE INDICATE:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer</td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a>)</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: 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 employment supports services and supports.**
- 2. Evaluate employment models in various contexts.**
- 3. Analyze the trends and developments in evidence-based employment supports.**
- 4. Analyze the roles and responsibilities of an employment specialist working with vulnerable populations.**
- 5. Describe the values, ethics and philosophy that underpin employment support services.**

N: Course Content:

- **Review historical approaches to disability/employment models from a variety of contexts.**
- **Analyze the strengths and weakness of the models and frameworks.**
- **Develop a conceptual understanding of the challenges of access to employment for individuals that experience significant barriers.**
- **Explore the concept of rehabilitation and the right to employment.**
- **Consider the roles of cultural and corporate competence when working with the client, employer and co-worker.**
- **Explore the concept of wrap around supports and services.**
- **Overview of the roles and responsibilities of individuals providing supports services and employment support.**
- **Consider principles of change, and leadership and how they affect employment supports.**
- **Examine social and international policy as it relates to employment and disability.**

O: Methods of Instruction

- **Lecture**
- **Case study**
- **Presentations**
- **Guest speakers**
- **Video/DVD**

P: Textbooks and Materials to be Purchased by Students

**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**
- **Presentation**
- **Literature reviews**
- **Case Study/critiques**

R: Prior Learning Assessment and Recognition

**This course is open to PLAR.**

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Course Designer(s): Wendy Parry

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Education Council / Curriculum Committee Representative

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Dean: Jan K. Carrie

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Registrar

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