EFFECTIVE: MAY 2002



CURRICULUM GUIDELINES

Division: Α. Instruction

Effective Date:

08 August 2002

Faculty of Child, Family and В. Department / Program Area:

- M: Course Objectives / Learning Outcomes Upon successful completion of this course, the student will be able to: Examine how cultural influences shape our view of people who are labelled as disabled. 1. Examines values, language and perspective regarding people who are labelled as being Š disabled Identifies the opportunities and limitations of classification systems for people who are Š labelled as disabled Š Compares and contrasts the medical and social model perspectives regarding disability Explores Disability and Deaf cultures Š 2. Identify opportunities for self-advocacy, advocacy and support. Describes what advocacy means for people labelled as disabled, their personal support Š networks and practitioners Reviews historical examples of advocacy opportunities, e.g.,: right to die/live, court Š challenges, media reviews, etc. Š Reflects on what values, skills and resources contribute to effective self-advocacy, advocacy, and support Š Explains why medical advocacy is a frequent necessity Describes self-determination and appreciates that everyone has gifts and capacities Š 3. Investigate the possible physical, emotional and social impact of various disabling conditions. Explains how cultural perspectives influence descriptions of disabling conditions Š Š Compares and contrasts developmental to acquired, visible to invisible, intellectual to physical disabilities Š Investigates at least two disabling conditions from both a theoretical and personal perspective Š 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. Communicates in an effective, respectful and timely manner Š Š Co-operatively identifies learning needs, distributes group tasks, performs research and teaches peers what has been learned Investigates, incorporates and shares helpful resources Š Š Compares, contrasts and analyses each resource Š 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 1.
 - develop, purse 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

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. Š Portfolio Š Group Presentations Š 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

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