



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A. Division: Instruction Effective Date: September 2004

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

Revision New Course

If Revision, Section(s) Revised: **C, H**
 Date of Previous Revision: **08 August 2002**
 Date of Current Revision: **September 2004**

C: CCSD 2334 D: Supporting Families E: 1.5

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description:	In this course students explore the vari	

Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture/Practice

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

30 hours

Number of Weeks per Semester:

Flexible delivery ranging over 1 to 15 weeks

Course for which this Course is a Prerequisite
None

K:

M: Course Objectives / Learning Outcomes

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

1. **Examine different theoretical perspectives on families with a member who has a disability.**
 - 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.
 - Considers the impact on the family of having a member who acquires a brain injury in the course of his/her life.
 - Examines past and present societal attitudes regarding people with a developmental disability and the impact on the family.
 - Explores diverse family and cultural attitudes regarding people with developmental disabilities.
2. **Reflect on the role of a Support Worker with the family.**
 - Considers Family-Centred/Family Directed approaches to support.
 - 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 limitations of the Support Worker's role.
 - Acknowledges potential tensions between the Support Worker's role and the family role.
3. **Examine the impact of stress on the family.**
 - Explains several theoretical perspectives on the impact of stress on individual and family.
 - Considers the perspective of different members of the family, e.g., Mother, Father, and Sibling.
 - 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.**
 - Examine the implications of relevant guardianship legislation with

4.	a disability, and family centred practice and support will be major themes of this course. Research has shown that the presence of a child with disabilities ties in the family can impact members of that family differently. Stress and possible reactions to that stress is reviewed from the advantage point of different subsystems with the family, e.g., sibling issues, marital transitions, and parenting demands.
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.
O:	Methods of Instruction Lecture Guest Speaker Small Group Work
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. Written research papers Group Presentations Self-Assessment Classroom Activity Participation
R:	Prior Learning Assessment and Recognition: This course is available for PLAR
Course Designer(s) Janice Barr	Education Council / Curriculum Committee Representative
Dean: Jan Lindsay	Registrar: