



CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **08 August 2002**

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

If Revision, Section(s) Revised: **C,D,F,H,J,M**

Date of Previous Revision: **1994**

Date of Current Revision: **08 August 2002**

C: **CCSD 270** D: **Perspectives on Disability** E: **1.5**

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: In this course students will explore a variety of perspectives regarding disability. With all these perspectives in mind, students will then investigate characteristics and possible implications of a number of disabling conditions.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites: CCSD or CFCS 140
	Primary Methods of Instructional Delivery and/or Learning Settings:	I: Course Corequisites: None None
	Lecture/Practice	J: Course for which this Course is a Prerequisite CCSD 370
	Number of Contact Hours: (per week / semester for each descriptor) 30 hours	K: Maximum Class Size: 30
Number of Weeks per Semester: Flexible delivery ranging over 1 to 15 weeks		
L:	PLEASE INDICATE: Part of Block Transfer to UVIC, UCFV, Malaspina University College, University of Calgary, Athabasca University	
<input type="checkbox"/>	Non-Credit	
<input type="checkbox"/>	College Credit Non-Transfer	
<input checked="" type="checkbox"/>	College Credit Transfer:	
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives / Learning Outcomes

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

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

1. **Personal autonomy is a fundamental principle that must be protected if each person is to freely develop, pursue 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 with disabilities to ensure that each persons' interests, preferences and needs are recognized and met. Economic realities, environmental barriers, and societal attitudes that face many people with disabilities mean that practitioners must be creative problem solvers.**
4. **Quality of life is a multifaceted concept with various social and psychological indicators that can be measured in terms of both process and outcome. The process most effective for achieving personal satisfaction regarding ones quality of life depends upon the nature and severity of a persons disability. The nature and severity of a persons disability, however, does not determine the level of ones quality of life.**
5. **Relationships are an integral aspect of everyone's lives. An expanded network of relationships includes relationships with a variety of professionals and other community resource people. Maximizing opportunities to involve others directly with the person being supported in positive ways is important to achieving quality of life.**

O: Methods of Instruction

- Lecture
- Small Group Work
- Student Presentations
- WebCT

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. <ul style="list-style-type: none"> ▪ Portfolio ▪ Group Presentations ▪ 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