

BP
10/29/09



CORE 471

Half (3-0)

Community Rehabilitation Practice for Children with Special Needs and Their Families

Calendar Description

Cognitive, social, emotional, sensory-motor, language and communication development and assessment of children with disabilities in the context of their families, school and communities.

Content/Objectives

- Interdisciplinary focus to children's assessments
- Processes of identification and evaluation of family support, family/professional working relationships
- Social/emotional, sensory-motor, language/communication, cognition and motor development
- Family issues, supports and professional relationships in the community
- Cultural and international perspectives
- Integration of theory, research and practice

Outcomes/Competencies

- Through case studies students will demonstrate knowledge of assessments and identification of skills in the developmental areas of social, cognitive, language and communication, and sensory-motor functioning
- Through a critical research paper and class presentation students will demonstrate understanding of children with special needs and the critical issues involved in current research
- Through examination students will demonstrate awareness of assessment frameworks (social/play, cognitive, sensory, language/community, motor) .

Assignments

- | | |
|---|------------|
| 1. A reflective essay | 10% |
| 2. Cultural Competency – a research paper | 20% |
| 3. Adopt a Family – a small group project | 20% |
| 4. Midterm exam on Module One & Two | 20% |
| 5. Final Exam on Modules Three - Six | 20% |
| 6. Attendance and Participation | 10% |

Resources

CORE 471 reading package

Details for current course offerings are available at: www.crd.s.org

Instructor and Course Information

COURSE:	CORE 471	INSTRUCTOR:	Carolyn Lord
TERM:	Fall 2009	TELEPHONE:	(780) 984-9220
SECTION:	L01	FAX:	(780) 431-2196
TIME/DATE:	Wednesdays 4:30 pm –7:30 pm	EMAIL :	Clord@wjsgroup.com
LOCATION:	TBA	OFFICE HOURS:	N/A

Course Content

This course is organized into five (5) modules that address the support of families who have children with special needs. It will cover both assessment of the family and child as well as the steps toward self-determination and empowerment of these families.

Module One – Philosophy of Family Support:

Emphasis is placed on strengths and resources which assist families with children with special needs in coping and adjustment, as well as positive contributions of people with disabilities to their families. Programs and service providers are viewed as effective to the extent that they enable families to exercise power and control over the supports they receive and ultimately over their own family lives. Competency areas covered include:

- redefining professional roles
- understanding family systems approach
- delivering family –centered services
- building interdependence
- using a positive strengths-based approach
- changing perspectives on adjustment and coping
- changing models of decision making in family supports
- analyzing power
- empowering families

Module Two – Cultural Competence:

Special attention is paid to attitudes which might lead to judging the choices and action of families from other cultural backgrounds. The implication of cultural attitudes is considered in relation to communication, assessment and program planning. Competency areas covered include:

- exploring individual cultural values
- understanding how language shapes values
- discovering other cultural values
- uncovering cultural assumptions in program planning
- identifying implications of cultural practices in communication
- building culturally respectful family support

Module Three – Assessing Needs and Determining Supports:

On the principle that families are able to identify their own needs and most appropriate supports, students explore ways to help families with this process in both identifying their own needs and to further their ability to assess their children. The concept “whatever it takes” is debated as the ultimate support option. Competency areas include:

- taking holistic perspectives on assessment of children
- Traditional and contemporary child assessment models (embedded, authentic and mediated)
- Cognitive, Social/Emotional, Sensorimotor and Language and Communication assessment.
- identifying strength and needs (formal and informal)

Module Four – Identifying and Coordinating Resources

This module considers the evolving role of the professional in connecting and coordinating supports for children and families, moving from “gatekeeper” to “agent” on behalf of both the child and family. The dynamics of team decision-making is explored to identify the extent to which it supports or hinders families from determining their own choices. Competency areas covered include:

- defining the evolving role of the family support facilitator.
- Working in teams in the context of self-determination
- Identifying regional resources for children and families.

Module Five – Working with Families and Evaluating Family Support

Examines the role of evaluation as a vehicle for the empowerment of families over the quality of supports they receive. Competency areas covered include:

- empowering families through the evaluation process
- understanding different aspects of “quality of life”
- conflict resolution and problem solving

Details of Assignments

Adopt a Family – small group project

Value: 20%

In groups of two or three students will randomly choose a family which has one or more children with a special need. Students need to:

- research the disabling condition gathering and organizing information obtained through the Internet, Medline, Psychlit, Health Network, Local Associations, Research Centers etc.
- Identify possible resources (at least five) that would appropriately meet this child/family’s needs.
- Evaluate each of the resources on the basis of the type of service each provides

Due Dec 9th

1. How Well Did I Hear?

Value: 10%

Students will have the opportunity to listen to a number of family stories about how having a child with a special need changed the family. Individually, students will write a response to one of the stories s/he hears. The response will include specific questions (provided before class) and a personal reflection.

Due October 7

2. Cultural Competency and Disability

Value: 20%

Individually, students will choose another culture with which s/he is either familiar with and/or interested in. In a three to five page paper, students will research the attitudes and practices to child, family and disability. This information can come from books, films, interviews with families or individuals, or anything else s/he can document as being rooted in that culture, not just in mainstream Canadian views or stereotypes of that culture.

Due Nov 18th

3. Multiple-choice, Short answer exam Modules One and Two

Value: 20%

Oct 28th – in class

4. Final Exam on Modules Three - Six

Value: 20%

Dec 9th – in class

5. Attendance and Participation

Value: 10%

Throughout the course, students will periodically be asked to complete a number of small in-class activities which will be handed in at the end of each particular class.

All research projects are expected to be organized and presented using APA format.

Schedule of Classes

Date
Topic

Important Info

September 9

Intro to Course – History of Family Choices

September 16

Approaches to Planning

September 23

Adjustment and Coping

September 30

Power, Control and Self-Efficacy

Guest speakers

October 7

Service Provision across Canada

How well do I hear Paper due

October 14

READING WEEK

NO CLASS

October 21

Cultural Competence – How Language Shapes Values

October 28

Cultural Competence – How Language Shapes Values (cont)

Midterm Exam

November 4

Models of Decision Making

November 11

Holistic Perspectives to Assessment

November 18

Formal and Informal Assessment

Cultural Competency paper Due

November 25

Formal and Informal Assessment (cont)

Guest speaker

December 2

The Role of the Family Support Worker – Models of Support

Working with Families and Evaluating Services

December 9
Final Exam
Adopt a Family Project Due

Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

NOTE:

*The last day to change/register for courses and pay balance of fees for the Fall session is **September 21, 2009**.
The last day to withdraw is **December 8, 2009**.*

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

Academic Accommodation: Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**

IMPORTANT: Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

Purchasing a Textbook from the University of Calgary Bookstore:

- Shop On-line www.calgarybookstore.ca/ Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4